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ABSTRACT

This handbook is a guide to creating and managing citizenship programs for the elderly learner; a task made more urgent by the passage of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, which denies many federal and state benefits for non-citizen elderly people. The handbook brings together insights and observations from across the United States on elderly learners from a wide range of cultures. It is based on a nationwide survey of 200 programs. It identifies issues in teaching the elderly and makes recommendations for instruction and program design based on current best practices and promising and innovative new programs. Extensive references and contacts for further information are provided. There are chapters covering the following: elders and the naturalization process; refugee issues and definitions; issues (social, learning, and health) affecting elders in test preparation; program design; curriculum; instruction; reference and other instructional materials; Immigration and Naturalization Service (INS) advocacy; and issues beyond citizenship. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

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Citizenship For Refugee Elders:

Issues & Options in Test Preparation

Produced by Catholic Legal Immigration Network, Inc.

Written by Aliza Becker

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Citizenship For Refugee Elders:

Issues & Options in Test Preparation

This book is written in celebration of the extraordinary teachers who have worked tirelessly to prepare elders for the citizenship test.

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CATHOLIC LEGAL IMMIGRATION NETWORK, INC. (CLINIC)

CLINIC, a subsidiary of the United States Catholic Conference (USCC), is a public interest legal corporation that serves low-income immigrants. Its services fall into four categories: (1) support to a national network of more than 100 Catholic legal immigration programs; (2) administration of national projects in which local agencies participate; (3) management of local diocesan immigration programs; and (4) representation of the foreign-born religious.

As a supporting organization, CLINIC trains and mentors local programs, produces a monthly newsletter, assists in management issues, provides guidance on accreditation of nonattorneys, organizes funding proposals, and updates local programs on the law. As an administrator of national projects, CLINIC represents emergency refugee flows and detainees, naturalizes legal permanent residents and engages in federal litigation.

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To order a copy of *Citizenship for Refugee Elders*, send a check for $19 payable to Catholic Legal Immigration Network, Inc. at the address above. You may also order a copy of *Citizenship for Us*, a comprehensive handbook on the citizenship process, for $29. *Citizenship for Us* explains the new N-400 (Application for Citizenship) and contains up to date legal analysis of citizenship eligibility, requirements, and benefits.

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Introduction

Improving Citizenship Programs for the Elderly

Citizenship for Refugee Elders: Issues and Options in Test Preparation is a unique, comprehensive handbook for teachers and administrators on creating and managing a citizenship program for the elderly learner. This handbook brings together the observations and insight of teachers from across the country on elderly learners from a wide range of cultures. It is based on a nationwide survey of 200 programs. It identifies the issues in teaching the elderly and makes recommendations for instruction and program design. The recommendations are current, based on what is now being done in the field, with a focus on innovative and promising programs. Readers can use the contact information provided to network with other programs. This handbook contains useful reference information on citizenship requirements, refugee processing, refugee cultures, and instructional materials. The suggestions on learning activities, cultural considerations for the classroom, and strategies to address common health issues will be particularly helpful to teachers. It is CLINIC's hope that this handbook will assist service providers to improve their programs for the elderly, thereby helping many more refugee elders to secure their future in the U.S. by becoming citizens.

A Forgotten Group

Until they became casualties of welfare reform, little was known about elderly refugees. They were a hidden and often forgotten group. Very few services were geared for their needs. Unable to work like the younger refugees, many were isolated in their homes and neighborhoods and dependent upon public benefits for survival. Statistics gathered by the Office of Refugee Resettlement (ORR) in 1999 showed a total of 173,561 refugee elders nationwide, with the largest numbers concentrated in California, New York, Florida, and Illinois. The largest ethnic groups represented among refugee elders are from the Former Soviet Union, followed by Southeast Asia (Vietnam, Cambodia, Laos).

Preservation of Benefits Through Citizenship

Welfare reform under the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996 reinforced the need for elderly refugees to become citizens in order to preserve benefits such as Supplemental Security Income (SSI), Medicaid and food stamps. These benefits are essential for many elderly and their families. Under PRWORA, refugees who arrived after August 22, 1996 will lose benefits after their first seven years in the U.S. unless they become citizens. Refugees who arrived before August 22, 1996 will lose benefits after their first seven years unless they were already receiving SSI on that date or they later become disabled. As such, citizenship is key for many vulnerable elderly refugees. Yet the biggest obstacle to citizenship is the English, history and civics testing requirements. It is very difficult for an elderly person, especially one with a limited education, to learn a new language and unfamiliar material. Information about citizenship programs for the elderly and what makes them successful is sorely needed in order to get them over the testing hurdle.

The Technical Assistance Project

This handbook originated in October of 1997, when ORR awarded approximately $9.5 million for services to elderly refugees in twenty states. The goal of this national project is to ameliorate some of the harsh effects of welfare reform on elderly refugees by assisting them to become citizens and to access traditional aging services such as home-delivered meals, senior centers, transportation, and foster grandparents. ORR awarded a grant to CLINIC to support the project through technical assistance to state and local grantees. This handbook is a product of CLINIC's technical assistance grant. CLINIC is very grateful to ORR for its support in this important work.

CLINIC is partnering with two aging organizations, American Society on Aging (ASA) in San Francisco and Little Havana Activities and Nutrition Centers (LHANC) in Miami, to provide technical assistance. ASA is a national professional membership organization that specializes in broad information about the aging network and educational information on a wide variety of aging issues and services. LHANC is a local service provider for elderly refugees and immigrants, serving over 32,000 elders through a large network of 17 multi-service senior centers.

Technical assistance activities consist of on-site trainings, site visits, conference call trainings, telephone consultations, and newsletters. Trainings are tailored to the needs and preferences of each site, but frequent topics include coalition-building between refugee and aging organizations, outreach, needs assessment, benefits eligibility, naturalization law, and disability waivers. Many of the agencies have been providing citizenship services, and because citizenship for the elderly is such a challenge, it has been a recurring theme in the technical assistance.

A Legacy of the Project

This handbook is a natural extension of the technical assistance activities that CLINIC is already doing: site visits to elderly citizenship programs, networking between programs, and gathering best practices for sharing across programs. CLINIC's goal in writing this handbook has been to formally collect existing information, conduct additional research, and create a useful document that will be a legacy of the project.

CLINIC contracted with Aliza Becker, a citizenship teacher, advocate, and author of a widely used textbook, *Citizenship Now*, to write this handbook. Ms. Becker began with a written survey of elderly citizenship programs that was sent to ESL and citizenship service providers across the country. She reviewed the surveys and contacted programs individually for extensive telephone interviews. She also visited several programs and observed them in person.

Lessons Learned in the Project About Citizenship

Quality of Life. Citizenship classes improve the quality of life for elders by getting them out of the home and into a supportive environment where they can socialize with peers and share their concerns. Classes facilitate acculturation and a sense of belonging in elders. Classes can also provide referrals for other services elders need.

Support. Citizenship programs for elders must be prepared to address other needs, such as transportation, nutrition, and medical, providing information and referrals. This requires a considerable amount of networking in the community if programs are to create a smooth, effective link to services.

Flexibility. Elders often require non-traditional style classes and modifications in program design, curriculum, and instruction. Elders need broad, practical information about life in the U.S. and may see this as equally important in relation to the citizenship content of the class. Programs must listen to elders and have the flexibility and willingness to change as needed.

Advocacy. Refugee elders often have many special needs in the naturalization process. Advocates should ensure that these needs are met and that INS recognizes elders' legal rights, particularly for the disabled in need of waivers and accommodations. It is important for advocates to stay on top of new developments in naturalization and to link into a support system for advice and strategies for challenging cases.

Lessons Learned in the Project About Aging Services for Refugees

Collaboration. Collaboration between refugee and aging agencies is key if refugees are to access aging services. Yet it is difficult, especially in communities where funding is very limited. Collaboration works when aging agencies are open and committed to serving refugee elders and refugee agencies provide support to bridge the language and cultural gaps that prevent elders from reaching aging services.

Needs Assessment. Refugee agencies should carefully document their population and elders' needs in order to effectively advocate with local aging agencies for services. Non-traditional needs assessment, through focus groups or home visits, may be more appropriate for many refugee groups. A well-designed community needs assessment can be an excellent advocacy tool.

Program Design. A good degree of flexibility, creativity, and innovation is needed in order to modify aging services for refugees. Locations may have to change, new menus may have to be made, and new transportation alternatives may have to be found. This task can be daunting, but a partnership between aging and refugee agencies is critical for success. In addition, this partnership can make it much easier for aging agencies to conduct outreach and gain the trust of refugee communities.

CLINIC is pleased to be a part of this exciting national initiative to assist refugee elders. Great strides have been made in achieving citizenship and access to aging services. CLINIC hopes that the spirit of this initiative will continue and the attention duly given to the needs of refugee elders will not fade.

Chapter One

Elders and the Naturalization Process

In this Chapter:

- Naturalization Benefits
- Why Elders May be Hesitant to Naturalize
- Citizenship Requirements
- The Citizenship Process

Elders generally pass through the same naturalization steps as other applicants. This chapter outlines the application process for obtaining U.S. citizenship with a focus on the provisions that affect many elders.

NATURALIZATION BENEFITS

Elders seek citizenship for personal and family reasons. Learning about the many benefits of naturalization provides elders with additional incentive.

Sponsor Family Members for Immigration

U.S. citizens can apply to bring certain family members to live permanently in the U.S. Citizens can apply for a spouse, married and unmarried children, parents, and brothers and sisters. Permanent residents can apply only for unmarried children and a spouse.

The waiting time for receiving a visa is shorter for immediate relatives of U.S. citizens. The spouse, parents, and unmarried children under age 18 of U.S. citizens are called immediate relatives. They usually can get a permanent resident visa less than one year after applying. Other family members may have to wait for many years. Children who are married and/or over 18 and brothers and sisters are on even longer waiting lists.

Hold a U.S. Passport

It is often easier to travel around the world with a U.S. passport as it is recognized in most countries. Many countries do not require a visa for U.S. citizens but do require it for citizens of other countries. In addition, some countries do not give visas or travel documents to holders of passports from designated countries or to refugees who use a special document for international travel.

Citizens with U.S. passports can also travel outside the U.S. and even live in a foreign country for an unlimited period of time. This is important for elders who travel for extended periods of time to stay with other family members. For refugees escaping persecution, this provides a sense of permanent security. In contrast, permanent residents can have problems reentering the U.S. and may even lose their green card if they leave the country for more than six months.

Legal Protection

New immigration laws make it much easier for INS to deport permanent residents for seemingly minor crimes. U.S. citizens can never be deported unless it is later found that they obtained their citizenship through fraud.

Have the Right to Vote in Elections

Voting is among the most important ways to make one's voice heard. However, permanent residents can not vote. Citizens can vote for the elected officials that best represent their opinions. Seniors in particular are a powerful voting block in the U.S.

Receive Full Social Security Benefits Outside the U.S.

When U.S. citizens retire in most foreign countries, they can receive full social security benefits. In contrast, permanent residents will have 15% taken out of their social security checks. This is only relevant for elders who have a minimum of 40 quarters (about ten years) of employment in the U.S. either alone or with a spouse.

Dual Citizenship

Nationals of some countries may be able to retain their native country citizenship and still become U.S. citizens. The U.S. does not encourage dual citizenship but does not prevent it. Dual citizenship laws come from the law of one's native country.

Contact the native country consulate to learn about dual citizenship issues:

- if dual citizenship is allowed;
- what rights dual citizens have; and
- what one must do to be a dual citizen.

Public Benefits[1]

Older refugees who arrived after August 22, 1996 and those who were not receiving SSI on that date often seek naturalization to retain eligibility for public benefits, especially the four main federally funded programs: SSI, TANF, Medicaid and Food Stamps. The Personal Responsibility and Work Opportunity Reconciliation Act of 1996, often referred to as welfare reform, limited the time refugees are eligible for certain benefits. (See chart on next page.) In addition, some benefits previously mandated on the federal level came under state control. The families of many elders are greatly concerned about their ability to assume financial responsibility for these expenses.

Supplemental Security Income (SSI) provides about $350 (national average) per month to individuals and families in two categories: 1) people with certain disabilities; 2) elderly people age 65 and older. To be eligible an individual must be low-income. To qualify as disabled, the disability(ies) must prevent the person from working and be approved by the Social Security Administration. Refugees who were receiving SSI on August 22, 1996 are eligible to receive it indefinitely. Refugees who arrived after that date can receive SSI for a maximum of seven years unless they become citizens.

Temporary Assistance for Needy Families (TANF) provides a monthly check to unemployed people and to low-income parents with children under age 18. This form of cash assistance has different names in each state. Eligible refugees can receive TANF for their first seven years in the U.S. After that, state governments decide eligibility requirements for those who entered the U.S. by August 22, 1996. Acquiring citizenship is one way to ensure receipt of benefits.

Medicaid provides health care to low-income people, mostly pregnant women, families with children and the elderly. Eligible refugees can receive Medicaid for their first seven years in the U.S. After, it is a state option if they entered the country by August 22, 1996.

Food Stamps are a monthly allowance for low-income families to buy food. Most eligible refugees can receive food stamps for their first seven years in the U.S. The amount received is based on income and household expenses.

Immigration Status ↓	TANF	SSI	MEDICAID	FOOD STAMPS
Refugees, Asylees, Amerasians, Cuban/Haitian Entrants, those who received withholding of removal (first seven years) and those with 40 qualifying quarters of employment	Yes	Yes	Yes	Yes
Refugees, Asylees, Amerasians, Cuban/Haitian Entrants, those who received withholding of removal (after seven years) and Legal Permanent Residents (entering by 8/22/96)	State option if entered by 8/22/96	No, except *	State option if entered by 8/22/96	No, except **
Legal Permanent Residents (entering after 8/22/96)	Not for first 5 years in U.S.	No	Not for first 5 years in U.S.	No, except ***

* 1. Those who were receiving SSI on 8/22/96
2. Certain veterans from the Phillipines and Laos and their spouses

** 1. Elderly who were permanent residents and 65 or older on 8/22/96
2. Disabled permanent residents
3. Permanent resident children under age 18

*** 1. Hmong or Highland Lao tribe members who assisted the U.S. armed forces during the Vietnam war, their spouses, dependent children and widows who have not remarried.
2. Certain Native Americans born in Canada or Mexico who are entitled under treaty law to reside in the U.S.

Chart effective 3/1/00

WHY ELDERS MAY BE HESITANT TO NATURALIZE

No Real Desire to Naturalize

Elders may resist naturalizing because they feel pushed. They may feel resentment about being forced to come to the U.S. and hope to return home some day. Elders may also perceive naturalization as abandoning their loyalty to their people. Lastly, they may be concerned about dying or being buried away from their ancestors.

Fear of Dealing with INS

Sometimes elders feel intimidated by having to deal with the INS. They have heard of or experienced situations of rudeness, arbitrary decisions, or even deportation. The testing process itself is so frightening that it can aggravate an already emotional process.

Requirement to Learn English

Most applicants for citizenship must speak, read and write basic English and also take a government and history (civics) test in English. The requirements are especially difficult for those with low native language literacy or with native languages that use a non-Roman alphabet. Learning sufficient English and civics to pass the test is also challenging for elders with mental, physical or short-term memory problems.

Financial Cost

The $225 INS application fee and $25 fingerprint fee plus photo cost are excessive for many elders on fixed incomes. Low-income applicants can request an INS fee waiver in exceptional cases.

Going to the INS

It is difficult for many elders to get to the INS office without transportation assistance. The long wait in overcrowded waiting rooms also stresses many elders.

Long Wait from Application to Swearing-In

The wait between submitting a naturalization application and finally attending the oath ceremony is extremely long in some parts of the country. INS often misplaces or loses files and change of address forms which further lengthen the waiting time. Some elderly applicants have died while waiting for their interview or oath ceremony.

Fear that Receiving Public Benefits Will Cause a Problem[2]

Recent changes in immigration laws have significantly increased the penalties for non-citizens who violate the law. Simultaneously, benefits eligibility for permanent residents has been sharply curtailed. Unfortunately, this has caused a lot of fear and confusion in refugee and immigrant communities about public benefits usage. As a result, all naturalization applicants are strongly encouraged to have their applications reviewed by a competent legal expert. This decreases the likelihood that the reopening of one's immigration file will cause new legal problems.

Immigration law does not deny citizenship to legal immigrants who are receiving public benefits for which they are eligible. Receiving public benefits can cause legal problems in the naturalization process in two situations:

- lying in order to receive benefits, e.g. not reporting one's entire income, misrepresenting family size, or lying about immigration status; or
- lying when applying for a green card about a disability or some other barrier to economic independence which later results in dependence on cash assistance programs such as Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI) or Medicaid. This does not generally affect refugees.

CITIZENSHIP REQUIREMENTS

Most people must meet the following requirements to become a naturalized United States citizen.

1. Be at least 18 years old.
2. Be a lawful permanent resident for five years (three years if married to a citizen).*
3. Have lived in the United States continuously for five years (three years if married to a citizen).**
4. Have been in the United States for at least half of the five years (three years if married to a citizen) before applying for naturalization.
5. Pass a test on speaking, understanding, reading and writing basic English.+#
6. Pass a United States history and government test.#
7. Have good moral character.
8. Understand and accept the oath of allegiance to the United States.
9. Have no citizenship-related legal problems.

* Refugees can apply for a green card after one year in the U.S., but the green card is backdated to the date of arrival. This is the date used to determine naturalization eligibility.

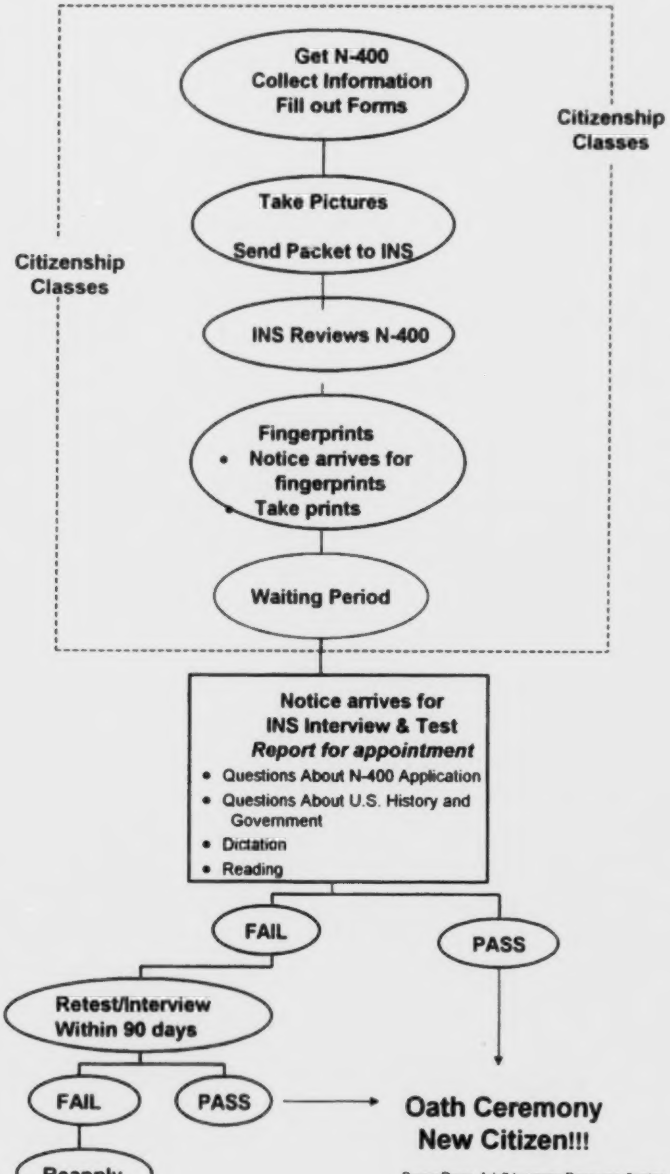
** The U.S. includes the territories of Puerto Rico, Guam, the U.S. Virgin Islands and the Northern Mariana Islands.

+ Some applicants are eligible for an exemption from the English test based on age and long residence. They may answer interview questions and take the civics test in their native language with an interpreter.

# Some applicants are eligible for a waiver from the English and/or civics test because of a disability.

THE CITIZENSHIP PROCESS

Citizenship Path[3]



Peggy Dean, Adult Learning Resource Center

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The Interview

Currently the English and civics test is administered as part of the INS interview. The interview is considered the test of oral English and serves to confirm that the applicant meets other requirements. INS varies the procedures for administering the test among different regional offices as well as between officers. Check with the local INS office and/or applicants who have been recently tested to get an idea of current procedures. Following is a general description of the interview.

Truth Oath

The INS officer or adjudicator calls the name of the applicant. The applicant follows the adjudicator to an office or cubicle.

INS:	Please remain standing and raise your right hand. Do you promise to tell the truth and nothing but the truth, so help you God?
Applicant:	Yes, I do.
INS:	Do you swear that all the information on your application, the documents you submitted and the information you give today is the truth?
Applicant:	Yes, I do.
INS:	You can have a seat.
Applicant:	Thank you.

Understanding the Oath

The officer checks that the applicant understands the oath. It is a legal agreement to tell the truth. If an applicant lies while under oath, he or she may not be able to naturalize for another five years.

INS:	Do you understand what an oath means?
Applicant:	Yes, it is a promise to tell the truth.
INS:	What is the truth?
Applicant:	It means you will not lie, you will be honest.

Checking Identification

The officer asks for identification to check the applicant's identity. Note that most refugees do not have a passport.

INS:	Can I see your resident alien card, passport, and another piece of photo identification?

Small Talk

The officer engages the applicant in talk about everyday life. Topics may include the weather, food, transportation to the interview, health, or the wait for the interview. The purpose is to see if the applicant understands basic English and also to help the applicant relax. Actually, small talk terrifies many elderly applicants because of its unpredictability. If an applicant cannot answer these questions about everyday life, the INS officer may end the interview.

Reason for Interview

The officer may ask this question to see if the applicant understands the reason for the interview.

INS: Why are you here today?
Applicant: I'm here for my citizenship interview and test.

Reason for Becoming a Citizen

The officer may ask why the applicant wants to be a citizen. It is important to be prepared with a good answer.

INS: Why do you want to become a citizen?
Applicant: I want to vote and bring my family to live in the United States.

Name Change

Applicants can change their name when they are sworn in by a judge. If they want to change their name later, they will need to appear before a federal judge.

INS: You can legally change your name if you take the oath in front of a judge. Do you want to change your name when you become a United States citizen?
Applicant: No.
INS: Do you want to keep the same name?
Applicant: Yes.

Review of the N-400

The INS officer will review the N-400 (Application for Citizenship). Some officers will go over every question; others will just ask a few. Some will ask the questions exactly as they are written on the N-400; others will simplify the language. This is how they often begin.

INS: Now we're going to go over your application. Have there been any changes since you submitted your N-400 to the INS?
Applicant: Yes, I moved. My new address is 898 Main Street.

The officer may ask the applicant to put his or her initials next to the question about arrests to confirm a negative response.

INS: Please write your initials here.

The Oath

The applicant will be asked questions on the oath from Part 8 of the N-400 and to read and sign a copy of the oath.

INS: Please read this oath and if you agree, sign it.

The INS English and Civics Test

See the following page for details.

Finishing the Interview

Towards the end of the interview, the officer asks the applicant to sign the front of the two naturalization photos. One will go on the front of the naturalization certificate.

INS will advise the applicant if he or she passed the exam orally and also in writing, on INS Form N-652. If only one section was failed, such as the dictation, the applicant will only be retested on that section. Applicants are given two opportunities to pass the test.

Case Continued

Sometimes INS requests that an applicant provide additional documents by mail or in person. Only mail copies, not the originals. If they are not in English, include a certified English translation. Mail the documents certified with receipt to verify that INS receives them.

Case Withdrawn

Sometimes INS asks an applicant if he or she wants to withdraw an application because not all requirements are met. This simplifies the paperwork for the INS, but an applicant must reapply with a new fee to have another interview. As this is voluntary, an applicant can tell the INS he or she does not want to withdraw the case.

Case Denied

INS may deny a case and refuse to grant a second interview based upon an applicant's ineligibility. A written notice with the reason for denial is mailed to the applicant who can appeal or apply again.

Oath Ceremony

Applicants become citizens when they take the oath of allegiance at a ceremony and receive their naturalization certificates. In some special hardship cases, applicants can take the oath the same day as the interview. In general, applicants are notified by mail of the time and date of the ceremony.

The English and Civics Test

Civics/History Questions

The civics test is often based on the standard INS list of 100 questions. Anywhere from three to 20 questions may be asked as written on the INS list or rephrased. The passing standard for percentage or number of correct answers may vary among districts and individual officers.

Due Consideration

According to INS naturalization regulations, the officer is required to give due consideration in how history and civics questions are asked for people who are older, have less formal education, have lived a shorter period in the country, and/or have limited access to educational services.

The applicant can bring a separate paper to the interview requesting due consideration and listing relevant information such as native country education, age, time studied for the test, and time living in the U.S.

Reading

Reading is generally assessed by having the applicant read a few sentences. The reading may be from the N-400, the INS list of 100 questions, INS government and history books, or any other item.

Writing

Writing is generally assessed by having the applicant write one or two sentences. The standards for passing again vary among districts and individual officers. The content of the dictation is usually civics or everyday language.

The INS has published a list of dictation sentences in *A Guide to Naturalization* found on the following page. Some INS offices use this list. Others have developed their own. There are no national standards for evaluation of the sentences at this time.

Sample Sentences for the Written English Test[4]

Civics/History

A Senator is elected for 6 years.
____is the Vice President of the United States.
All people want to be free.
America is the land of freedom.
All United States citizens have the right to vote.
America is the home of the brave.
America is the land of the free.
____is the President of the United States.
Citizens have the right to vote.
Congress is part of the American government.
Congress meets in Washington, D.C.
Congress passes laws in the United States.
George Washington was the first president.
I want to be a citizen of the United States.
I want to be an American citizen.
I want to become an American so I can vote.
It is important for all citizens to vote.
Many people come to America for freedom.
Many people have died for freedom.
Martha Washington was the first first lady.
Only Congress can declare war.
Our Government is divided into three branches.
People in America have the right to freedom.
People vote for the President in November.
The American flag has stars and stripes.
The American flag has 13 stripes.
The capital of the United States is Washington, D.C.
The colors of the flag are red, white, and blue.
The Constitution is the supreme law of our land.
The flag of the United States has 50 stars.
The House and Senate are parts of Congress.
The people have a voice in Government.
The people in the class took a citizenship test.
The President enforces the laws.
The President has the power of veto.
The President is elected every 4 years.
The President lives in the White House.
The President lives in Washington, D.C.
The President must be an American citizen.
The President must be born in the United States.
The President signs bills into law.
The stars of the American flag are white.
The Statue of Liberty was a gift from France.
The stripes of the American flag are red and white.
The White House is in Washington, D.C.
The United States flag is red, white and blue.
The United States of America has 50 states.
There are 50 states in the Union.
There are three branches of Government.

Everyday Life

He came to live with his brother.
He has a very big dog.
He knows how to ride a bike.
He wanted to find a job.
He wanted to talk to his boss.
He went to the post office.
His wife is at work right now.
His wife worked in the house.
I am too busy to talk today.
I bought a blue car today.
I came to _ _ (city) today for my interview.
I count the cars as they pass by the office.
I drive a blue car to work.
I go to work everyday.
I have three children.
I know how to speak English.
I live in the State of ____.
I want to be a United States citizen.
It is a good job to start with.
My car does not work.
She can speak English very well.
She cooks for her friends.
She is my daughter, and he is my son.
She needs to buy some new clothes.
She wanted to live near her brother.
She was happy with her house.
The boy threw a ball.
The children bought a newspaper.
The children play at school.
The children wanted a television.
The man wanted to get a job.
The teacher was proud of her class.
The white house has a big tree.
They are a very happy family.
They are very happy with their car.
They buy many things at the store.
They came to live in the United States.
They go to the grocery store.
They have horses on their farm.
They live together in a big house.
They work well together.
Today I am going to the store.
Today is a sunny day.
Warm clothing was on sale in the store.
We are very smart to learn this.
We have a very clean house.
You cook very well.
You drink too much coffee.
You work very hard at your job.

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English and Civics Testing Exemptions/Waivers

Some older people are exempt from the English requirement for citizenship and can take the test and interview orally in their native language. Depending on INS district policy, the elder may bring his/her own translator, be interviewed by a bilingual officer or be provided with a translator by phone.

Applicants are exempt from the English requirement if they meet the following criteria on the date they apply for citizenship:

- 50 years or older and a lawful permanent resident for 20 years or more; or
- 55 years or older and a lawful permanent resident for 15 years or more.

Some elders are exempt from the English requirement and can take the civics test in their native language from a list of only 25 study questions if they meet the following criteria on the date they apply for citizenship:

- 65 years old or older and a lawful permanent resident for 20 years or more.

Applicants who have a disability or combination of disabilities that will not allow them to meet the English and/or civics requirements can request a waiver from these tests by submitting Form N-648 (Medical Certification for Disability Exceptions). INS has discretion to deny or approve the waiver. If denied, the applicant must take the test. If accepted, the applicant still must demonstrate an understanding of the oath of allegiance, although it can be modified or simplified.

25 Naturalization Questions For Qualifying Elders

(Age 65 years or older and a lawful permanent resident for 20 years or more.)

1. **Why do we celebrate the fourth of July?**
   Because it is Independence Day.
2. **Who was the first President of the United States?**
   George Washington
3. **Who is the President of the United States today?**
   Bill Clinton
4. **What is the Constitution?**
   The highest law of the land
5. **What are the first 10 amendments to the Constitution called?**
   The Bill of Rights
6. **Who elects Congress?**
   The people
7. **How many Senators are there in Congress?**
   100
8. **For how long do we elect each Senator?**
   For six years
9. **For how long do we elect the Representatives in Congress?**
   For two years
10. **Who nominates Judges to the Supreme Court?**
    The President
11. **What are the three branches of our government?**
    Executive, legislative, judicial
12. **What is the highest court in the United States?**
    The Supreme Court
13. **What major river running north to south divides the United States?**
    The Mississippi
14. **The Civil War was fought over what important issue?**
    Slavery
15. **Name the two major political parties in the United States today.**
    Democratic and Republican
16. **How many states are there in the United States?**
    50
17. **What is the capital of the United States?**
    Washington, DC
18. **What is the minimum voting age in the United States?**
    18
19. **Who was Martin Luther King, Jr.?**
    A civil rights leader
20. **What nation was first to land a man on the moon?**
    United States
21. **What is the capital of your state?** ______________________________
22. **What is it called if the President refuses to sign a bill into law and returns it to Congress with his objections?**
    Veto
23. **What two oceans bound the United States?**
    The Atlantic and Pacific Oceans
24. **What famous American invented the electric light bulb?**
    Thomas Edison
25. **What is the national anthem of the United States?**
    The Star-Spangled Banner

The Disability Waiver: Up Close

Citizenship applicants can submit a disability waiver to request exemption from the English and/or civics requirements. The form must be filled out and signed by a certified medical doctor, osteopath, or psychologist. It must include an explanation of how symptoms of the disability prevent the applicant from learning or demonstrating knowledge of English and/or civics. The disability may be physical, mental or developmental. The applicant may have a single disability, a combination of disabilities or a reaction from a drug taken for a physical or mental problem. A person may have a disability that qualifies him or her to receive SSI from the Social Security Administration, but not for a disability waiver from the INS.

Following are key criteria to qualify for a disability waiver under INS regulations:

- The disability must prevent the applicant from passing the English and/or civics tests.
- A medical doctor or psychologist must diagnose or identify the kind of disability with recognized methods of diagnosis. Mental disabilities should be identified with a diagnostic code from the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition*, known as the DSM IV.
- The disability can not be a result of taking illegal drugs such as heroin, cocaine, and marijuana.
- The disability must be permanent, lasting or expected to last at least one year.

Reasonable Accommodations

According to the law (Section 504 of the Rehabilitation Act, 29 U.S.C. §794), INS must give reasonable accommodations or modify its policies for people with disabilities throughout the citizenship process. All disabled applicants have a right to request accommodations, regardless of whether or not they request a disability waiver. The law also says that federal agencies such as the INS cannot discriminate against people with disabilities by failing to provide reasonable accommodations.

Definition of Reasonable Accommodations

Reasonable accommodations are changes in the citizenship process to reduce any disadvantages an applicant might have as a result of a disability. For example, someone using a wheelchair may need accommodations to enter the building and interview room. Accommodations, however, do not remove requirements under immigration law.

How to Request Accommodations

A request for accommodations should be sent with the N-400 application package in a letter explaining what is needed and why. Unlike the disability waiver, the applicant is not required to submit a letter from his or her doctor. On the top of the N-400, "Accommodations Requested" should be written in big red letters. Make a copy of the request and have the applicant bring it to the interview. If the request is not sent with the N-400, it can be mailed later to the local INS district office. It is helpful to get an advocate to accompany the applicant to ensure that appropriate accommodations are provided.

If the Accommodations Request is Rejected

Speak with a supervisor at the interview and ask for an explanation as to why the request was rejected. If the supervisor also rejects the request, the applicant can go through the interview. If the applicant fails two interviews, he or she can appeal as with any denial of citizenship. In addition to these steps, any applicant who believes he or she was wrongfully denied reasonable accommodations can file a Section 504 civil rights complaint against the INS for disability discrimination.

Examples of Reasonable Accommodations

- Provide a wheelchair accessible site including bathrooms.
- Provide an interpreter fluent in the language of the deaf applicant; e.g. American Sign Language (ASL), Mexican sign language, or gestures. Some deaf immigrants know a native sign language while others have developed an informal system of gestures to communicate with family and others.
- Allow the applicant to bring his or her own translator for moral support, dialect similarity, stress reduction, visual support (some INS offices use telephone operators as translators), and/or ability to understand the applicant's unique communication style.
- Allow a family member, friend, legal guardian and/or case worker to be at the interview with the applicant in certain circumstances.
- Conduct the interview and/or oath ceremony at the applicant's home or a more accessible location such as a senior center.
- Extend the time allowed to answer questions.
- Use loud speech or a written test if the applicant has hearing difficulties.
- Give the written test in large print if the applicant has visual difficulties.
- Phrase questions in simple language or in a yes/no format.
- Allow non-verbal communication, e.g. tapping or head nodding when speech is impaired.

Chapter Two

An Introduction to Refugees

In this Chapter:

- Definition of a Refugee
- Refugee Profiles
- How Refugees Arrive in the U.S.

The term "refugee" is a commonly used word. Yet in the U.S. it applies only to a small number of people who come to this country. What is the legal definition of a refugee? Who qualifies? How do refugees get to the U.S.? This chapter provides a basic overview of refugees in the U.S.

Refugee visas are given to people who qualify for refugee status and admission under U.S. law and who meet the priorities for resettlement in a given year. Elderly refugees, whose largest numbers are from the former Soviet Union, Vietnam, and Laos, must meet these same screening and admissions qualifications.

DEFINITION OF A REFUGEE

The concept of refugees dates back to Biblical times. The "Hebrews" sought refuge in Canaan, the promised land, from slavery in Egypt. Jesus, Mary and Joseph sought refuge in Egypt from the fury of King Herod. But the term "refugee" was not codified in international law until 1951. At that time, the United Nations Protocol and Convention Relating to the Status of Refugees provided a general definition of a refugee, focusing on those who were displaced following World War II.

The Hungarian uprising in 1956 and the Cuban Revolution in 1957 demonstrated that refugee problems were not limited to World War II. The United Nations Protocol was amended in the 1967 to include those who became refugees after January 1, 1951. The amended protocol provided this definition of the term refugee:

> *A person who... owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling, to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.* [5]

The U.S. Congress adopted a definition that conforms with the United Nations Protocol in the Refugee Act of 1980. The term refugee is also codified in the Immigration and Nationality Act (INA), §207 which governs immigration and naturalization issues. Those who enter the U.S. as refugees must qualify under this definition. The INA adopted the following definition of a refugee:

> *A person who is unwilling or unable to return to his country of nationality or habitual residence because of persecution or a well-founded fear or persecution on account of race, religion, nationality, membership in a particular social group, or political opinion...*[6]

Refugee Priority Categories [7]

All refugees resettled in the U.S. must qualify under one of the priority categories or be a dependent of someone who qualifies under one of these categories. The State Department, in consultation with voluntary agencies, decides which regions or countries will be considered each year. Not all priorities are considered for all countries.

Priority 1: This priority encompasses people of any nationality referred by the United Nations High Commissioner for Refugees or a U.S. embassy needing legal protection because of the danger of forced return, or facing danger due to threats of armed attack in the area where they are located. It also includes former political prisoners, women at risk, victims of torture or violence, people in urgent need of medical treatment not available in the first asylum country, and people for whom other durable solutions are not feasible and whose status in the country to which they first fled for asylum does not offer a satisfactory long-term solution.

Priority 2: The second priority includes members of specific groups of special humanitarian concern to the U.S. Designated groups may be changed over the course of each year. For example, it has included Lao Hmong and Iranian Bahais. Priority 2 refugees may start their case with UNHCR or be made up of groups of direct interest to the U.S.

Priority 3: Spouses, parents and unmarried sons and daughters of U.S. permanent residents, refugees, asylees, conditional residents, unmarried sons and daughters of U.S. citizens, parents of U.S. citizens who are under age 21, and certain parolees make up the third priority. Parolees are granted conditional entry into the U.S. and must apply for and be granted asylum in order to remain. A refugee in the U.S. wishing to reunite with a refugee relative abroad must submit an Affidavit of Relationship (AOR). An AOR documents the sponsoring relative's status, relationship, and intent to sponsor in collaboration with a U.S. based voluntary resettlement agency.

Priority 4: This priority includes grandparents, grandchildren, married sons and daughters, and siblings of U.S. citizens or permanent residents, refugees, asylees, conditional residents, or certain parolees.

Priority 5: The fifth priority consists of cousins, aunts, uncles, etc. No new cases are currently being accepted in this priority.

Dependents of Principal Refugee Applicant

The spouse and unmarried children under age 21 of a person already with refugee status can derive the same status through this principal applicant. These derivative refugees must either accompany or follow the principal. All other family members must qualify under a priority category.

Difference Between a Refugee and an Asylee [8]

The main difference between refugees and asylees is the location where the individual applies for legal admission to the U.S. based on a well founded fear of persecution in the native land.

A ***refugee*** applies to enter the U.S. from abroad, often first to the United Nations High Commissioner for Refugees (UNHCR).

An *asylee* applies inside the U.S. or at a land border or port of entry such as an airport, directly to the Immigration and Naturalization Service (INS) for political asylum, or in immigration court if under removal proceedings.

Of Greatest Humanitarian Concern to the U.S.

The U.S. refugee resettlement program is limited to those individuals of greatest humanitarian concern and foreign policy interest to the U.S. as defined by the U.S. Department of State. Not all refugees abroad need resettlement or are eligible for consideration by the U.S. refugee resettlement program. If not, refugees, with the aid of the United Nations, seek resettlement to other countries, remain in their first host country of asylum or return home when possible.

Refugee Visas for Fiscal Year 1999

The U.S. sets a refugee visa ceiling each year. The President includes the number of refugees to be accepted in a given fiscal year in the annual budget. Congress then votes on whether or not to approve it. In fiscal year 1999 (October 1, 1998 - September 30, 1999), 78,000 refugee visas were established. Most of these visas are designated for specific regions of the world. Generally, not all allotted visas are used each year. They expire if unused.

Fiscal Year 1999 Refugee Visa Allocation[9]	
Africa	12,000
East Asia	9,000
Europe and Former Soviet Union	48,000
Latin America and the Carribean	3,000
Near East/South Asia	4,000
*Unallocated reserve	2,000

* These may be allocated to refugees fleeing unforeseen trouble that arises during the course of the fiscal year. For example, in April of 1999, Clinton announced an additional 20,000 visas would be made available for Kosovar Albanians.

REFUGEE PROFILES

Former Soviet Union[10] (Commonwealth of Independent States)

Refugees

The majority of refugees emigrating to the U.S. from the former Soviet Union are Jews and evangelical Christians. Because of a long history of persecution against these groups, they need only show a "credible basis for concern" about the possibility of persecution to be granted refugee status. This provision comes from the Lautenberg Amendment, enacted in 1989, and extends through September 2000.

Jews from the Commonwealth of Independent States (CIS)

Jews live in every republic of the former Soviet Union. The present population is difficult to calculate because many Jews feared identifying themselves as such under the former Soviet Union and therefore registered as non-Jews on their passport. Estimates vary anywhere between 500,000 and 1.5 million Jews in the former republics with the largest communities in Russia, Ukraine, and Belarus.

Until the Revolution in 1917, most Jews lived as an isolated economic and social under class in what was know as the "Pale of Settlement"; areas reserved for Jews. Other Czarist decrees prevented Jews from owning land and limited the numbers admitted to universities.

Starting in 1881, the persecution of Jews climaxed in a series of organized pogroms (anti-Jewish riots). Jews were massacred, women raped, and property stolen and destroyed. The pogroms were the product of a deliberate government policy aimed at diverting the discontent of Russian workers and peasants into virulent anti-semitism. The worst outbreak occurred in 1905. Pogroms continued until 1919, one in that year killing over 150,00 Jews.

The Union of Soviet Socialist Republics (USSR), or communist Russia, reduced the more overt forms of anti-semitism. Many more Jews could enter colleges and universities, and Jews began to swell the ranks of professionals. But Judaism, as all organized religion, was unacceptable to the communists. Unofficial quotas were still widely practiced. Jews continued to be subject to professional and social discrimination. Specific jobs and most executive positions were closed to them, and Jews feared demotion or job loss for the slightest infraction.

In 1953 nine doctors, most of them Jewish, were arrested and charged with murdering important Soviet officials on orders from the American Joint Distribution Committee, a Zionist organization. While the charges were soon withdrawn, they led to an intensified campaign against Jewish culture including the murder of prominent Jewish actors, poets and writers.

Between the mid-seventies and early eighties a small number of Russian Jews were allowed to emigrate to Israel and the U.S. By the end of the 1980s, immigration increased. With the breakup of the Soviet Union in 1991, all Jews were welcomed to emigrate to Israel and the U.S. also allowed a steady stream. Some chose to emigrate while others chose to re-establish Jewish life in the Commonwealth of Independent States (CIS).

The breakdown of communism, however, resulted in periodic resurgences of anti-semitism. Anti-semitic newspapers, books, and recordings once again circulated. Jewish cemeteries were desecrated and leading politicians began to blame the Jewish conspiracy for economic problems. Anti-semitic leaflets were mailed to leaders of Jewish organizations and synagogues bombed.

In recent years, the breakdown of the economy has led to extreme poverty, especially among elderly pensioners. As a result, many elderly refugees arriving to the U.S. since 1992 suffer from poor and untreated health problems.

Evangelical Christians

Most evangelicals from the CIS are Pentecostals or Baptists. Evangelical Christianity was introduced to Russia in the 19th century. Pentecostalism first appeared around 1911. Until the 1917 Bolshevik Revolution, evangelicals were persecuted by the dominant Russian Orthodox Church.

Initially the communists gave evangelicals relative freedom to practice their religion and hundreds of churches were established in the 1920s. However, under Joseph Stalin, religious freedom was abruptly stopped in 1928.

The government introduced harsh anti-religion laws and persecuted all religious groups. Pentecostals particularly suffered because they were viewed as "anti-Soviet and suspicious" and perceived as a cult. In addition, many Christians were imprisoned and ostracized because they refused to bear arms during the mandatory two years of national military service.

Since the fall of communism, Pentecostal leaders and active church members still fear harassment and persecution. Persecution tends to be more on a local than national level. In some cases, Pentecostals have lost their jobs because of their religion.

Most Christian refugees are ethnic Russians or Ukrainians from urban and rural areas. They are Slavic groups with similar cultures and languages.

Evangelical refugees born prior to World War II have typically had only a few years of primary education. The younger generation have completed high school and occasionally some kind of trade or vocational school. As Christians they had been denied higher education. The majority worked as farm workers or blue- collar laborers.

The Russian Baptists and Pentecostals are strong believers with conservative traditions. They have large families averaging six children. Drinking or smoking may result in excommunication from the church. Pentecostals do not attend movies or participate in sports. Most women have long hair, and do not wear pants, cosmetics, perfume or jewelry, with the exception of wedding bands.

Most evangelicals from the Soviet Union practice an Armenian rather than a Calvinist (Reformed) theological perspective. Their practice emphasizes speaking in tongues, healing, prophecy, and the baptism of the Holy Spirit. They believe strongly in the imminent return of Christ, and that they are living in the very last days.

Cambodia[11]

Capital: Phnomh Penh

Refugees

Most Cambodian refugees arrived in the U.S. between 1979 and 1989. They are predominantly from rural areas. Literacy rates in their native language, Khmer (sometimes known as Cambodian), is low. Due to the extreme deprivation of food, shelter, and medical care under the Khmer Rouge government and in the refugee camps and, Cambodians arrived in the U.S. in poorer health than other refugees.[1]

Many Cambodians are at high risk for chronic depression and other psychiatric symptoms because of past traumatic experiences. These experiences include witnessing war, torture, starvation, separation from and death of family members, and cultural destruction. Widespread fatigue and depression in the U.S. resulting from relentless economic pressures and cultural alienation is common. Some cope with the pressure by abusing alcohol and gambling.

California and Massachusetts are home to the largest populations of Cambodian refugees in the U.S. Unlike in Cambodia, they largely live in dense urban areas.

Background

A few government officials, military officers, business and professional people were resettled in the U.S. immediately after the fall of Cambodia in 1975 to the Khmer Rouge. After the Vietnamese invaded Cambodia in 1979, the majority of Cambodians fled the country to refugee camps in neighboring Thailand and Malaysia. There, they lived in overcrowded camps filled with disease and violence, some waiting for years until they were able to resettle in receiving countries.

History

Cambodia was colonized by France in 1863 until it gained independence in 1953. Prince Norodom Sihanouk ruled until 1970 when his prime minister, General Lon Nol, overthrew him and established a military government in alliance with the U.S. government as part of an overall anti-communist strategy in southeast Asia.

The Khmer Rouge (red or communist Cambodians) overthrew the Lon Nol government in 1975 under the leadership of Pol Pot. They attempted to destroy the Western-influenced urban cultures from 1975 to 1979. An estimated 1.5 million to 3 million Cambodian (20 to 50% of the population) died under Khmer Rouge rule. Hundreds of thousands were executed while others died of disease and starvation. The first to be killed were Buddhist monks, people from urban areas, government officials and military personnel from the Lon Nol regime, and those with a Western education.

In 1979 the communist Vietnamese government overthrew the Khmer Rouge regime, and its members fled to the countryside. The remaining population scattered. Hundreds of thousands fled to refugee camps.

Economy

Before 1970, Cambodia enjoyed a stable export business and shipped rice, rubber, coal, and cotton worldwide. The majority of people worked in agriculture and were poor. Yet the Cambodian economy was ransacked under the Khmer Rouge.

Religion

Theravada Buddhism is the official religion in Cambodia and approximately 95% of the population are Buddhist, although Christianity and animism are also found. Monks live in every community and teach that suffering can be traced to desire or passion. The way to escape constant suffering is to diminish one's desire of lust, aggression, avariciousness, and deceit. Aside from practicing Buddhism in the U.S., a number of Cambodians have converted to Christianity.

Food

In Cambodia, each small family group typically owned its own rice paddy lot and vegetable garden and raised livestock. Rice is the base of each meal, accompanied by vegetable soup, fish or meat, and vegetables.

Laos[12]

Capital: Vientiane

Refugees

Most refugees from Laos are either lowland Laotians or Hmong from the highlands. The majority of Lao refugees arrived in the U.S. between 1975 and 1992. Hmong tend to have very large families and arranged marriages at a young age. Approximately 70% of Lao Hmong refugees are illiterate in their own language, whereas many of the lowland Lao had at least a primary school education.

Hmong have an average of 9.5 births per woman: the highest fertility rate in the world. This is because women marry young and are concerned with having sons. A Hmong man may take another wife if his first wife does not bear a son.

Since 1975, approximately 70,000 ethnic Lao, 10,000 Mien, and 60,000 Hmong have resettled in the U.S. The majority of Hmong live in California, Minnesota, North Carolina, and Washington. Many lowland Lao live in California and Texas.

Background

More than 60 ethnic groups belonging to several linguistic families are found in Laos. The dominant political and cultural group are the lowland Lao who comprise slightly less than half of the population.

The ancestors of the Hmong come from southwestern China. They migrated in the early 19th century as a result of political persecution from the Chinese government and population pressures of settling in the mountainous regions of northern Burma, Thailand, Laos, and Vietnam. The majority of Hmong today continue to live in southern China.

History

The French government controlled Laos from 1893 until 1954 when Laos became an independent nation. Soon after, however, there were internal conflicts for control of the government between the Pathet Lao and the Royal Lao. The Viet Minh (Vietnamese Communists) supported the Pathet Lao to ensure access to the portion of the Ho Chi Minh Trail that ran through Laos. It provided the North Vietnamese military with supplies. In response, the U.S. supported the Royal Lao in its struggle with the Pathet Lao.

In the early 1960s the CIA began recruiting Hmong into a mercenary army to help stop the communist advance from North Vietnam into Laos. The CIA recruited Vang Pao, a legendary Hmong military leader known for his courageous exploits against the North Vietnamese. He consulted with Hmong clan leaders who agreed to make a deal with the Americans. The Hmong understood a CIA promise that if they succeeded in pushing the North Vietnamese Communist forces back, the U.S. would provide protection and help. If they were defeated, then the U.S. would find a new place where they could live away from the communists.

As the war advanced, the Hmong relied less on their traditional slash-and-burn agriculture subsistence and more on CIA supplies for survival. At its peak in 1969, the Hmong secret army numbered about 40,000. When the communist forces won the war, the Hmong who had allied with the U.S. fled to Thailand.

Economy

The lowland Lao grow rice in wet paddies for their staple and sugarcane and tropical fruits as cash crops. The Hmong and other highlanders cultivate dry upland rice for their consumption, corn for their animals and opium poppy and some coffee and cotton as cash crops. They learned to cultivate the opium poppy in China and grew small amounts for their own use and for trade.

Religion

Most lowland Lao are adherents of Theravada Buddhism. At the same time, most also follow the cult of phi, meaning "religious spirits." The Hmong are animists, Buddhists, or Christians and sometimes practice a combination of two or more religions.

Geography

Laos is a small landlocked country in mainland Southeast Asia measuring approximately 91,000 square miles. It shares borders with five countries: Thailand to its west, Burma to the northwest, China to the north, Vietnam to the east, and Cambodia to the south.

Vietnam[13]

Vietnamese

Capital Hanoi **Population** 72 million (1994)

Refugees

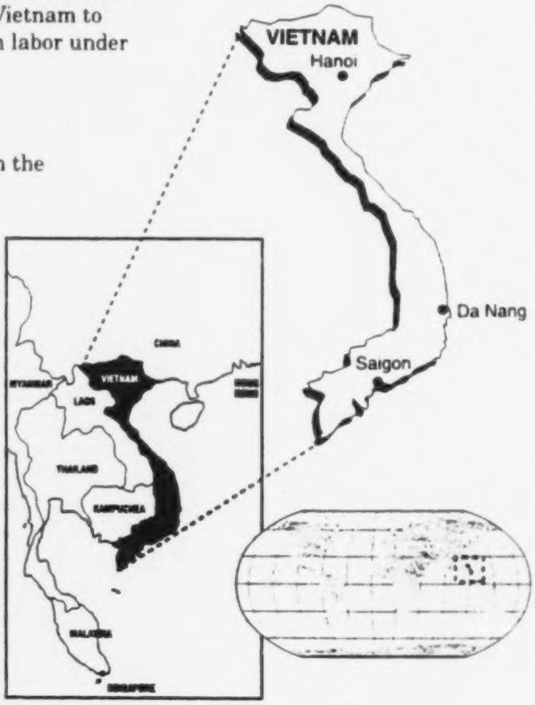
The Vietnamese refugees currently coming to the United States are part of the Orderly Departure Program (ODP). Most are people who were detained in reeducation camps because of their support of the United States during the Vietnam War as military or government personnel.[5] They are being processed within Vietnam and coming directly to the U.S. A small number of Amerasians, children of Vietnamese mothers and American fathers, are also coming to the U.S..

Background

When the war in Indochina ended in 1975, North and South Vietnam were united to form the Socialist Republic of Vietnam under a one-party system controlled by the Vietnamese Communists. After the reunification, the government seized the property of wealthy Vietnamese and sent professionals, former soldiers, and government workers from South Vietnam to reeducation camps where they performed harsh labor under severe conditions.

History

The Vietnamese kingdom began in 2879 B.C. on the Red River Delta. For more than one thousand years the Chinese controlled Vietnam. The French occupied Vietnam from the late 1800's until 1954. When the French departed, the colony was divided along the 17th parallel into communist North Vietnam and noncommunist South Vietnam. The U.S. became involved in Vietnam to protect South Vietnam against aggression along the border. This involvement eventually escalated into the Vietnam War. In 1975 Saigon fell to the communists and those sympathetic with the U.S. fled for their lives.



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[5] 1996 World Refugee Survey, US Committee for Refugees.

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Geography

Vietnam has a varied geography. The mountainous northern region is covered with jungles and forest. The Red River flows from southern China through the north to the Gulf of Tonkin, creating the fertile Red River Delta. Lowlands stretch along the eastern coast of central Vietnam, and the Mekong River Delta covers the south. Vietnam has a tropical climate with monsoon seasons.

Economy

Vietnam ranks with Bangladesh as one of the poorest nations in the world. It is in a slow transition toward a market economy. The U.S. lifted its trade embargo in 1994 and this has encouraged increased foreign investment. The urban areas have benefitted in recent years with increased standards of living and education. Agriculture remains the primary occupation for two-thirds of the work force and accounts for one-third of the GNP. Rice is the primary crop.

Religion

Taoism is the major religion in Vietnam. Most refugees in the U.S. however, are from the Buddhist tradition.

Language

Vietnamese is the official language of Vietnam. Three main dialects are spoken in the north, central, and south. French, English, Chinese, and Russian are also spoken in the cities.

Food

Rice is eaten at all meals. A traditional beef or chicken soup called *pho* is made with cabbage, bean sprouts, rice noodles, and garlic. Vietnamese dishes are very flavorful and are prepared with many herbs and spices. *Nuoc mam* is made from fermented fish extract and is used to flavor many of the dishes from meats to egg rolls.

Refugee Profile

Thanh Van Nguyen*, former re-education camp prisoner from Vietnam

Mr. Nguyen fought alongside American troops as a captain in the Army of the Republic of South Vietnam. After Saigon fell in 1975 the Communist regime ordered all former officers of the defeated South Vietnamese Army to report to reeducation camps. For eight years Mr. Nguyen was forced to perform hard labor in the rice fields while being indoctrinated with communist ideology. Amazingly, he survived the camp experience and returned to his family in central Vietnam. Closely watched and physically intimidated by local authorities, Mr. Nguyen resumed his life under virtual house arrest. After diplomatic and economic pressure exerted on the Vietnamese government by the international community, Vietnam agreed to release all former political detainees. Through the Orderly Departure Program, Mr. Nguyen and his wife and four children were granted admission to the United States.

**This is a composite profile, not an actual story.*

Bosnia[14]

Bosnians

Capital Sarajevo **Population** 3.2 million (estimated 1995)

Refugees

The majority of refugees from Bosnia-Hercegovina are Bosnian Muslims who have suffered from the war and ethnic cleansing. Many have spent time in prison under extreme conditions. Others have been given refugee status because they are in mixed marriages. Some of the refugees are Bosnian Serbs. They suffered at the hands of the Muslims and many have spent time in prison camps as well.

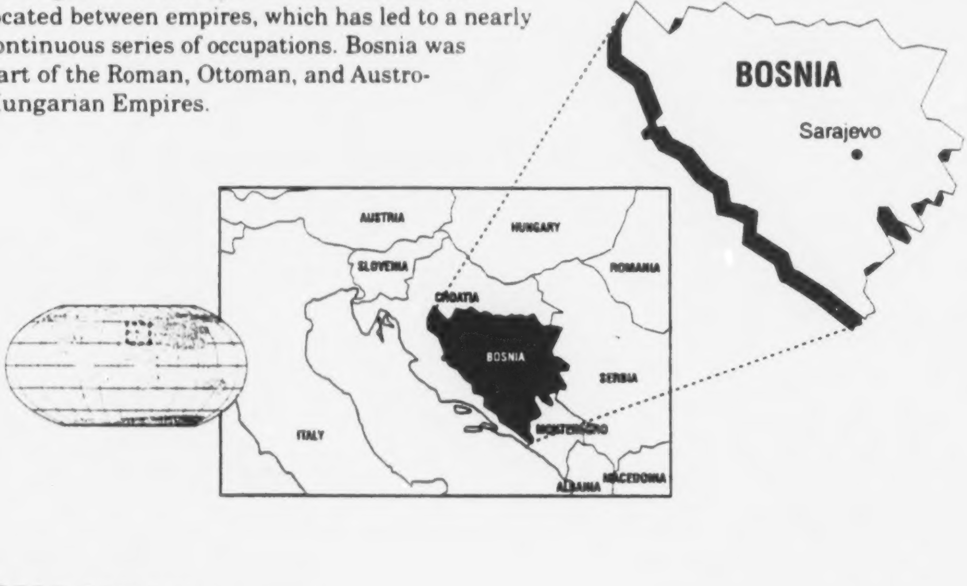
Background

Bosnia-Hercegovina was formed from one of the six republics of the former Yugoslavia. Bosnia declared independence from Yugoslavia by referendum in 1992. The newly formed Serbia responded almost immediately by attempting to make Bosnia part of "greater Serbia." The ensuing war included ethnic cleansing by the Serbs to eradicate the non-Serb population in Bosnia. A second war began with Croatia when Croatia began to invade and claim land in the northern portion of Bosnia for the Croatian Republic. The war, which ended with the 1995 Dayton Peace Accord, killed 263,000 Bosnians and left two-thirds of the population uprooted as either displaced persons or refugees.

History

Bosnia is a multi-ethnic country made up of approximately 44% Bosnian Muslims, 31% Serbs, and 17% Croats. The Bosnian Muslims are descendents of both the Serbs and Croats who converted during the time of the Ottoman occupation.

Throughout its history Bosnia has found itself located between empires, which has led to a nearly continuous series of occupations. Bosnia was part of the Roman, Ottoman, and Austro-Hungarian Empires.



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Geography

The area of the country is slightly larger than the state of Wyoming. It consists of three main regions: a coastal plain in the west, the Dinaric Mountains in the central region, and the river plain of the Sava and Drina rivers in the north, where 70% of the cultivated land is located. The coastal region has a mild climate and the central and northeastern area range from hot, humid summers to cold, snowy winters.

Economy

The prewar economy of Bosnia included steel production, mining, manufacturing, textiles, tobacco, and wood finishing. The war has devastated the economy by destroying factories, cities, and the country's infrastructure.

Religion

Bosnian Muslims follow a moderate form of Islam which differs from the orthodox Islam practiced in other countries. For example, alcohol is allowed and many limit their faith to the Sabbath or religious holidays. Intermarriage was allowed between the Christians and Orthodox believers.

Language

The Bosnians speak Serbo-Croatian, which is a part of the Slavic group of the Indo-European language family. It has many borrowed words from Turkish, Arabic, and Persian.

Food

Lamb, pork, and beef are important staples in the Bosnian diet, especially served as sausage. *Somun*, a thick pita bread, is served with most meals. A special stew, *Bosnanki lonac*, is made of slow-roasted layers of meat and vegetables.

Refugee Profile

Maria and Enver Jakupovic*, Bosnian refugees from the former Yugoslavia

The Serbian army targeted those of "mixed marriages" between orthodox Christians and Muslims for their plan of "ethnic cleansing." Realizing their lives were in danger, Maria fled with her two children to Croatia while her husband, Enver, stayed behind to serve in the Bosnian army. Maria was approved for resettlement in the United States and arrived several months ago. Recently, Enver was released from a Serbian prisoner of war camp and will be allowed to join his wife and children in the United States. After an arduous five-year separation, the Jakupovics are excitedly awaiting their reunion.

**This is a composite profile, not an actual story*

Cuba[15]

Cubans

Capital Havana **Population** 11.17 million

Refugees

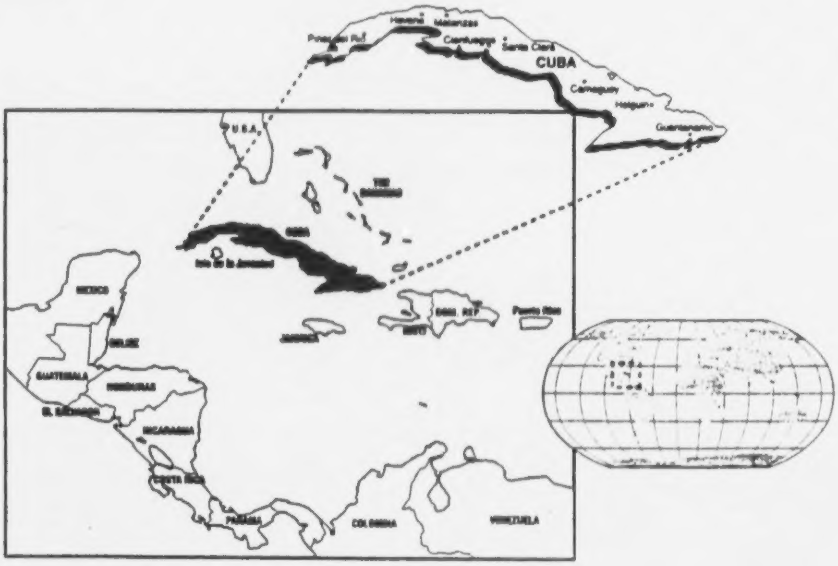
Refugees from Cuba are political prisoners, religious minorities, human rights activists, and others with political involvement. The refugees are processed at the United States Interest Section in Havana because there are no official diplomatic relations between Cuba and the U.S.. By charging large sums of money for simple services, such as health exams which are required before refugees may leave, Fidel Castro makes their departure difficult.

Background

Cuba has been under the leadership of Castro since 1959. Some refugees fled to the U.S. as early as 1959 when he declared he was a Marxist-Leninist. Since that time there have been waves of refugees who have left political persecution and economic hardship. Many have risked their lives, leaving on small boats for the U.S..

History

Cuba was a Spanish colony for 410 years, from 1492, when Columbus discovered it for Spain, until 1898, when the U.S. helped in the fight for independence. In the 1930's Cuba was under the dictatorship of Fulgencio Batista. His rule came to an end in 1959 when Fidel Castro successfully overthrew him and formed a new socialist government under the Cuban Communist Party.



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Geography

Cuba is the largest island in the West Indies. With three mountain ranges, half of the island is very mountainous. The rest of the island is covered with rolling plains and fertile valleys. Hurricanes frequently threaten Cuba, especially the western portion.

Economy

Cuba has a socialist economy with heavy government regulations including controlled pricing for food and a system of rationing for staple items such as rice and beans. Cuba has faced harsh economic conditions since the breakup of the former Soviet Union which formerly contributed significant amounts of financial aid. Sugar, nickel, cigars, and fish are Cuba's main exports.

Religion

Roman Catholicism is the main religion in Cuba. The church has been weakened by the government, which has shut down church schools and forced priests to leave the country. Some Cubans are followers of Santeria, a combination of Catholicism and African religions.

Food

Rice and black beans are the most common elements of the Cuban diet. Beef, chicken, and pork are eaten as well. Some traditional dishes include tamales and fried plantains. Beer, coffee, and rum are popular Cuban beverages.

Refugee Profile

Ofelia and Juan Espinoza*, refugees from Cuba

Ofelia and Juan met in medical school. Both were physicians in Cuba. They were outspoken against the restrictions of freedom under the Castro regime. They were members of a banned political party and were threatened several times with the loss of their jobs. Juan spent time in prison because of his political beliefs. Ofelia petitioned for his release and contacted the Swiss embassy to apply for refugee status in the United States. Once refugee status was granted, Juan was released from prison and allowed to emigrate.

**This is a composite profile, not an actual story.*

HOW REFUGEES ARRIVE IN THE U.S.[16]

Native Country

Most refugees flee their homeland to escape persecution in the forms of detention, beatings, rape, torture, or death. The journey may be long and treacherous, often ending in a refugee camp in another country.

Refugee Camp

The United Nations sets up refugee camps in many war ravaged parts of the world with permission and assistance from the host country.

Pre-Screening Interview

Refugee applicants are referred for resettlement consideration in the U.S. by: (1) the United Nations High Commissioner for Refugees (UNHCR); (2) a U.S. consular office; (3) the direct application by a member of a group of special humanitarian concern to the U.S.; or (4) a person in the U.S. with status to petition for a refugee under one of the relative priority categories.

Refugee applicants are pre-screened for resettlement eligibility, often by a Joint Voluntary Agency (JVA) representative. JVAs are established as refugee processing posts abroad under contract with the U.S. Department of State. JVAs represent the pre-arrival processing needs of ten national voluntary agencies, also known as "volags", which also have cooperative agreements with the U.S. State Department. These ten volags are U.S. Catholic Conference/Migration and Refugee Services, Lutheran Immigration and Refugee Services, Hebrew Immigrant Aid Society, Immigration and Refugee Services of America, World Relief Corporation, Church World Service, International Rescue Committee, Episcopal Migration Ministries, Ethiopian Community Development Council, and the Refugee Bureau of the state of Iowa. These national volags have member resettlement agencies in numerous cities where a refugee is finally sponsored and resettled.

INS Interview

Most interviews with the INS are conducted in refugee camps or in the host country of temporary refuge. Jews, Evangelical Christians and certain members of the Ukranian Catholic and Orthodox churches from the former Soviet Union, as well as Vietnamese and Cubans, have special programs that allow them to apply for refugee status within their native country, thus preventing the need for a risky departure or illegal entry into the U.S.

Some people emigrated from Vietnam to the U.S. as part of the Orderly Departure Program (ODP). A priority are those detained in communist reeducation camps because of their support for the U.S. during the Vietnam War as South Vietnamese military or government personnel. Also eligible are some Amerasians (children of Vietnamese mothers and American fathers), adult children of former reeducation camp detainees, former U.S. government employees, people who have suffered recent persecution in Vietnam and others.

Post-Interview Processing

Once approved for resettlement, refugees receive a U.S. sponsorship agreement, medical examination, security clearance and airline promissory loan before entering the U.S. Sponsorship begins with the national VOLAG assigning the refugee to a local affiliate in a U.S. city.

Flight to U.S.

The International Organization for Migration (IOM) arranges travel from the refugee camp to the U.S. and to many other resettlement countries in the world. Refugees pay for the flight with money they borrow interest free from a revolving loan fund. The flight is paid in advance from the loan fund which the refugee pays back.

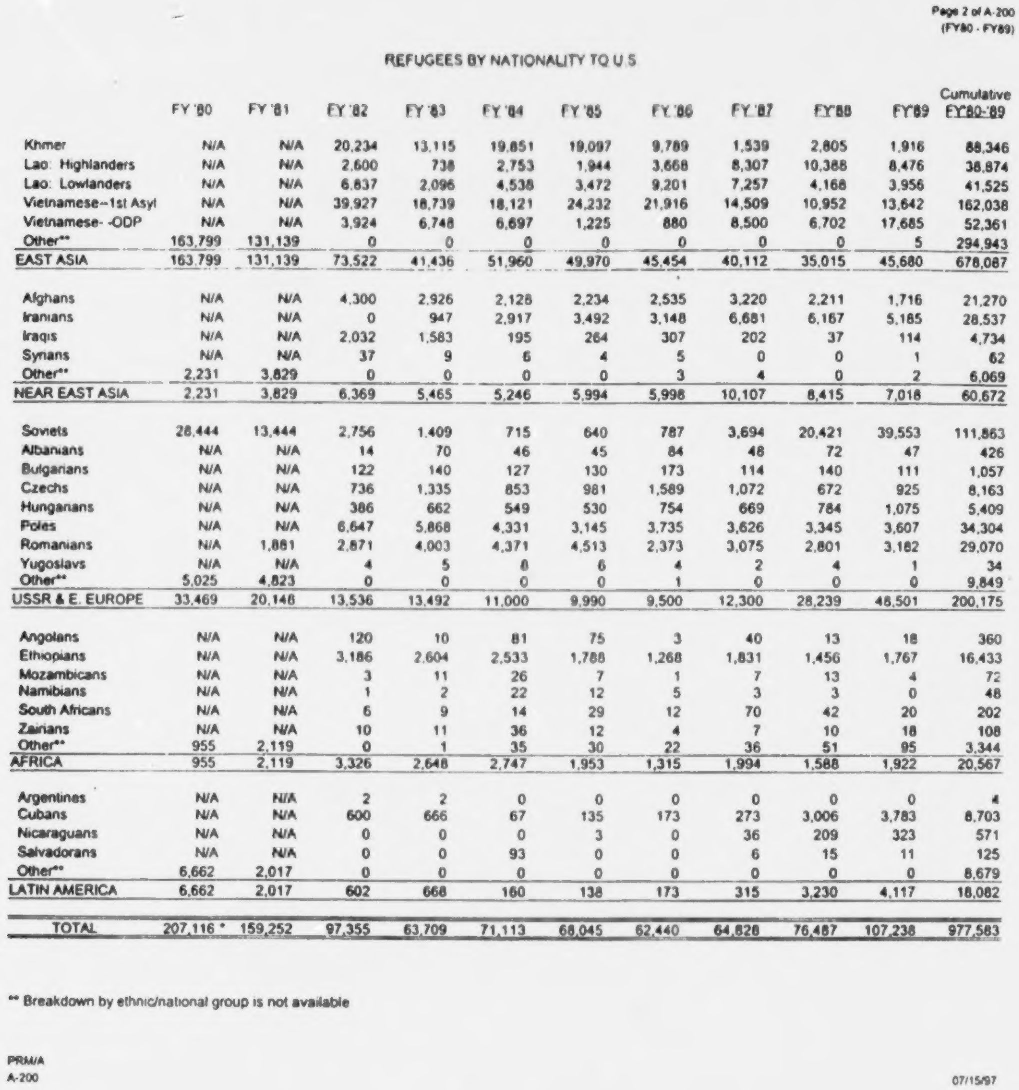
Arrival in U.S.

The volag affiliate meets the refugees at the airport and begins providing intensive assistance to facilitate early self-sufficiency and integration into the local community. Services include housing, community orientation,medical care, mental health counseling, school enrollment, English classes, job skills preparation, job placement and public assistance enrollment as appropriate.

Adjustment of Status and Citizenship Applications

After a refugee lives in the U.S. for one year, he or she adjusts status to Lawful Permanent Resident (green card holder). After residing continuously in the U.S. for a total of four years and nine months, refugees may apply for U.S. citizenship. Volags may offer to help refugees with these status adjustments.

Refugees by Nationality to U.S. (FY 1980 - 1998)[17]



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(FY80 - FY89)

REFUGEES BY NATIONALITY TO U.S

	FY '80	FY '81	FY '82	FY '83	FY '84	FY '85	FY '86	FY '87	FY'88	FY'89	Cumulative FY80-'89
Khmer	N/A	N/A	20,234	13,115	19,851	19,097	9,789	1,539	2,805	1,916	88,346
Lao: Highlanders	N/A	N/A	2,600	738	2,753	1,944	3,668	8,307	10,388	8,476	38,874
Lao: Lowlanders	N/A	N/A	6,837	2,096	4,538	3,472	9,201	7,257	4,168	3,956	41,525
Vietnamese–1st Asyl	N/A	N/A	39,927	18,739	18,121	24,232	21,916	14,509	10,952	13,642	162,038
Vietnamese- -ODP	N/A	N/A	3,924	6,748	6,697	1,225	880	8,500	6,702	17,685	52,361
Other**	163,799	131,139	0	0	0	0	0	0	0	5	294,943
EAST ASIA	163,799	131,139	73,522	41,436	51,960	49,970	45,454	40,112	35,015	45,680	678,087
Afghans	N/A	N/A	4,300	2,926	2,128	2,234	2,535	3,220	2,211	1,716	21,270
Iranians	N/A	N/A	0	947	2,917	3,492	3,148	6,681	6,167	5,185	28,537
Iraqis	N/A	N/A	2,032	1,583	195	264	307	202	37	114	4,734
Syrians	N/A	N/A	37	9	6	4	5	0	0	1	62
Other**	2,231	3,829	0	0	0	0	3	4	0	2	6,069
NEAR EAST ASIA	2,231	3,829	6,369	5,465	5,246	5,994	5,998	10,107	8,415	7,018	60,672
Soviets	28,444	13,444	2,756	1,409	715	640	787	3,694	20,421	39,553	111,863
Albanians	N/A	N/A	14	70	46	45	84	48	72	47	426
Bulgarians	N/A	N/A	122	140	127	130	173	114	140	111	1,057
Czechs	N/A	N/A	736	1,335	853	981	1,589	1,072	672	925	8,163
Hungarians	N/A	N/A	386	662	549	530	754	669	784	1,075	5,409
Poles	N/A	N/A	6,647	5,868	4,331	3,145	3,735	3,626	3,345	3,607	34,304
Romanians	N/A	1,881	2,871	4,003	4,371	4,513	2,373	3,075	2,801	3,182	29,070
Yugoslavs	N/A	N/A	4	5	8	6	4	2	4	1	34
Other**	5,025	4,823	0	0	0	0	1	0	0	0	9,849
USSR & E. EUROPE	33,469	20,148	13,536	13,492	11,000	9,990	9,500	12,300	28,239	48,501	200,175
Angolans	N/A	N/A	120	10	81	75	3	40	13	18	360
Ethiopians	N/A	N/A	3,186	2,604	2,533	1,788	1,268	1,831	1,456	1,767	16,433
Mozambicans	N/A	N/A	3	11	26	7	1	7	13	4	72
Namibians	N/A	N/A	1	2	22	12	5	3	3	0	48
South Africans	N/A	N/A	6	9	14	29	12	70	42	20	202
Zairians	N/A	N/A	10	11	36	12	4	7	10	18	108
Other**	955	2,119	0	1	35	30	22	36	51	95	3,344
AFRICA	955	2,119	3,326	2,648	2,747	1,953	1,315	1,994	1,588	1,922	20,567
Argentines	N/A	N/A	2	2	0	0	0	0	0	0	4
Cubans	N/A	N/A	600	666	67	135	173	273	3,006	3,783	8,703
Nicaraguans	N/A	N/A	0	0	0	3	0	36	209	323	571
Salvadorans	N/A	N/A	0	0	93	0	0	6	15	11	125
Other**	6,662	2,017	0	0	0	0	0	0	0	0	8,679
LATIN AMERICA	6,662	2,017	602	668	160	138	173	315	3,230	4,117	18,082
TOTAL	207,116 *	159,252	97,355	63,709	71,113	68,045	62,440	64,828	76,487	107,238	977,583

** Breakdown by ethnic/national group is not available

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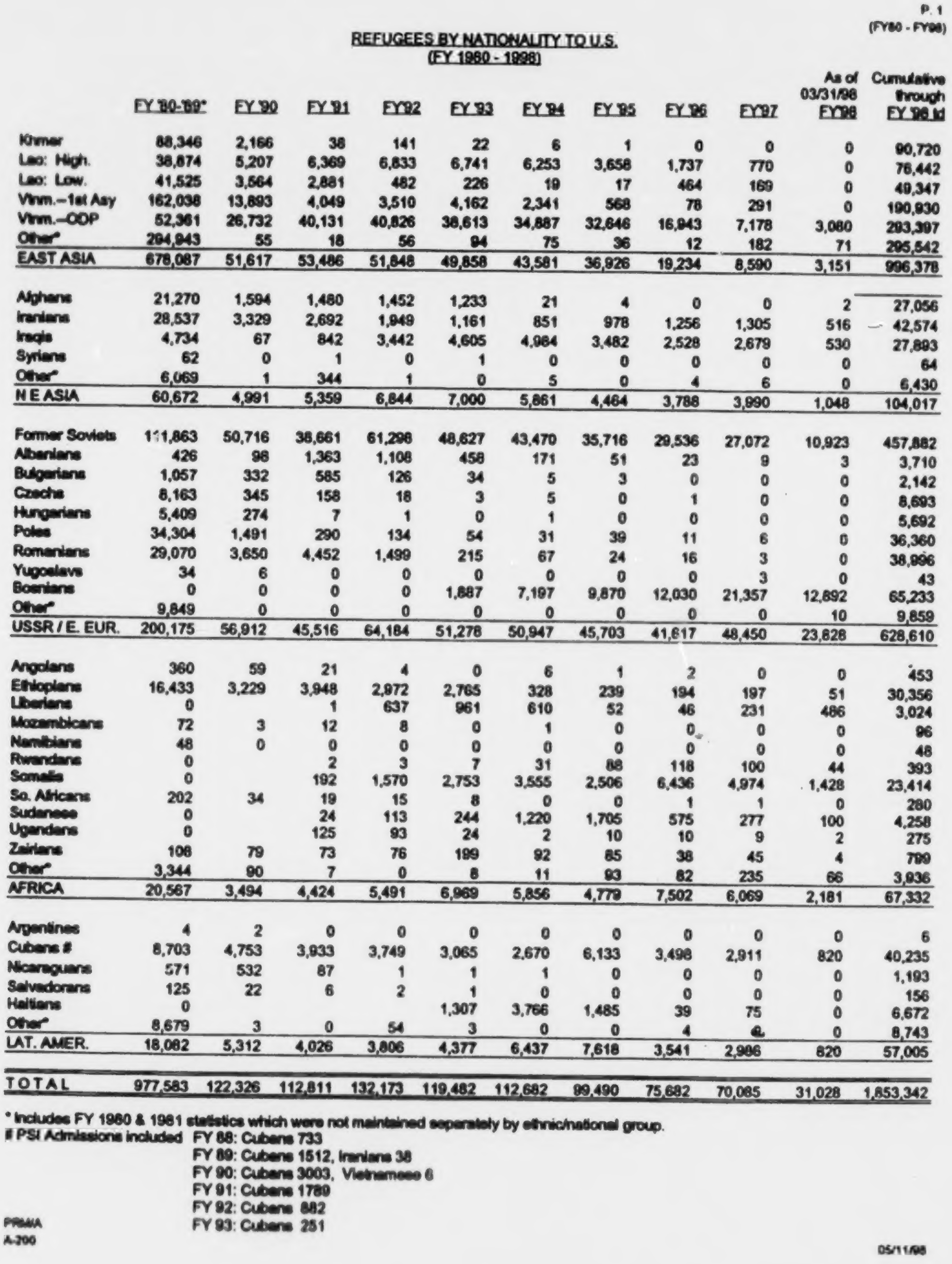
Refugees by Nationality to U.S.



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(FY80 - FY98)

REFUGEES BY NATIONALITY TO U.S.
(FY 1980 - 1998)

	FY '80-'89*	FY '90	FY '91	FY'92	FY '93	FY '94	FY '95	FY '96	FY97	As of 03/31/98 FY98	Cumulative through FY '98 td
Khmer	88,346	2,166	38	141	22	6	1	0	0	0	90,720
Lao: High.	38,874	5,207	6,369	6,833	6,741	6,253	3,658	1,737	770	0	76,442
Lao: Low.	41,525	3,564	2,881	482	226	19	17	464	169	0	49,347
Vtnm.–1st Asy	162,038	13,893	4,049	3,510	4,162	2,341	568	78	291	0	190,930
Vtnm.–ODP	52,361	26,732	40,131	40,826	38,613	34,887	32,846	16,943	7,178	3,080	293,397
Other*	294,943	55	18	56	94	75	36	12	182	71	295,542
EAST ASIA	678,087	51,617	53,486	51,848	49,858	43,581	36,926	19,234	8,590	3,151	996,378
Afghans	21,270	1,594	1,480	1,452	1,233	21	4	0	0	2	27,056
Iranians	28,537	3,329	2,692	1,949	1,161	851	978	1,256	1,305	516	42,574
Iraqis	4,734	67	842	3,442	4,605	4,984	3,482	2,528	2,679	530	27,893
Syrians	62	0	1	0	1	0	0	0	0	0	64
Other*	6,069	1	344	1	0	5	0	4	6	0	6,430
N E ASIA	60,672	4,991	5,359	6,844	7,000	5,861	4,464	3,788	3,990	1,048	104,017
Former Soviets	111,863	50,716	38,661	61,298	48,627	43,470	35,716	29,536	27,072	10,923	457,882
Albanians	426	98	1,363	1,108	458	171	51	23	9	3	3,710
Bulgarians	1,057	332	585	126	34	5	3	0	0	0	2,142
Czechs	8,163	345	158	18	3	5	0	1	0	0	8,693
Hungarians	5,409	274	7	1	0	1	0	0	0	0	5,692
Poles	34,304	1,491	290	134	54	31	39	11	6	0	36,360
Romanians	29,070	3,650	4,452	1,499	215	67	24	16	3	0	38,996
Yugoslavs	34	6	0	0	0	0	0	0	3	0	43
Bosnians	0	0	0	0	1,887	7,197	9,870	12,030	21,357	12,892	65,233
Other*	9,849	0	0	0	0	0	0	0	0	10	9,859
USSR / E. EUR.	200,175	56,912	45,516	64,184	51,278	50,947	45,703	41,617	48,450	23,828	628,610
Angolans	360	59	21	4	0	6	1	2	0	0	453
Ethiopians	16,433	3,229	3,948	2,972	2,765	328	239	194	197	51	30,356
Liberians	0		1	637	961	610	52	46	231	486	3,024
Mozambicans	72	3	12	8	0	1	0	0	0	0	96
Namibians	48	0	0	0	0	0	0	0	0	0	48
Rwandans	0		2	3	7	31	88	118	100	44	393
Somalis	0		192	1,570	2,753	3,555	2,506	6,436	4,974	1,428	23,414
So. Africans	202	34	19	15	8	0	0	1	1	0	280
Sudanese	0		24	113	244	1,220	1,705	575	277	100	4,258
Ugandans	0		125	93	24	2	10	10	9	2	275
Zairians	108	79	73	76	199	92	85	38	45	4	799
Other*	3,344	90	7	0	8	11	93	82	235	66	3,936
AFRICA	20,567	3,494	4,424	5,491	6,969	5,856	4,779	7,502	6,069	2,181	67,332
Argentines	4	2	0	0	0	0	0	0	0	0	6
Cubans #	8,703	4,753	3,933	3,749	3,065	2,670	6,133	3,498	2,911	820	40,235
Nicaraguans	571	532	87	1	1	1	0	0	0	0	1,193
Salvadorans	125	22	6	2	1	0	0	0	0	0	156
Haitians	0				1,307	3,766	1,485	39	75	0	6,672
Other*	8,679	3	0	54	3	0	0	4	[illegible]	0	8,743
LAT. AMER.	18,082	5,312	4,026	3,806	4,377	6,437	7,618	3,541	2,986	820	57,005
TOTAL	977,583	122,326	112,811	132,173	119,482	112,682	99,490	75,682	70,085	31,028	1,853,342

* Includes FY 1980 & 1981 statistics which were not maintained seperately by ethnic/national group.

# PSI Admissions included	FY 88: Cubans 733
	FY 89: Cubans 1512, Iranians 38
	FY 90: Cubans 3003, Vietnamese 6
	FY 91: Cubans 1789
	FY 92: Cubans 882
	FY 93: Cubans 251

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State Population of Refugees Age 60+[18]

California	44,234
New York	43,588
Florida	8,909
Illinois	8,357
Massachusetts	6,689
Pennsylvania	6,148
Texas	5,669
Washington	5,440
New Jersey	4,043
Maryland	3,651
Ohio	3,534
Minnesota	3,189
Georgia	2,702
Michigan	2,645
Virginia	2,215
Oregon	2,099
Connecticut	1,828
Wisconsin	1,769
Colorado	1,760
Missouri	1,710
Arizona	1,315
Tennessee	1,012
Utah	924
North Carolina	888
Iowa	828
Kansas	751
Kentucky	692
Louisiana	644
Rhode Island	612
Indiana	587
District of Columbia	534
Nevada	524
Nebraska	500
Oklahoma	500
New Mexico	489
Hawaii	336
Alabama	298
Idaho	284
Maine	247
New Hampshire	237
North Dakota	229
Vermont	180
South Carolina	175
South Dakota	141
Arkansas	106
Delaware	83
Mississippi	67
Montana	58
Alaska	46
Puerto Rico	37
West Virginia	33
Unknown	15
Wyoming	10
Total	**173,561**

Chapter Three

Issues Affecting Elders in Test Preparation

In this Chapter:

- Social Issues
- Learning Issues
- Health Issues

Elders have unique social, learning, and health needs. They must cope with change at a time in their lives when they want simply to enjoy the rewards of a life well spent. Strategies and suggestions on how to address elder needs are provided after each section in this chapter.

SOCIAL ISSUES

Elderly refugees come to the U.S. with a broad range of life experiences that have shaped their attitudes and values. Their ideas about family and social relationships tend to reflect their upbringing and native culture norms. It is a great challenge to adapt to life in a new country that is indifferent to their past and ignorant of their values. This is compounded by both the refugee experience and previous life traumas. Adjustment is often very difficult. Elder refugees are marginalized not only from the mainstream U.S. culture but sometimes from their own communities as well.

Several social concerns that may affect classroom instruction of elderly refugees are described in detail in this section: changing societal role and family dynamics, elder poverty, and gender issues.

Changing Societal Role and Family Dynamics

> *The older [Hmong] men, in particular, tend to feel hopelessly displaced and as a result, suffer from bouts of depression. The have lost the special status they had in Laos but have failed to pick up new survival skills here... In the traditional Hmong culture, one can become an elder at 35 years of age when one becomes a grandparent. With grandparent status, these elder Hmong can retire and expect their children to take financial responsibility for the family.*[19]
>
> –Sanford Ungar
>
> *Their authority and wisdom are questioned by the younger generation since they no longer are the teachers and advice givers.*[20]
>
> – Elzbieta Godziak, Refugee Mental Health Program, DHHS
>
> *Most of the Russian Jewish elderly were respected professionals. Many would like to continue working, but they can't. Whatever they did before has no value here. They feel like next to nothing.*
>
> –Marina Tepperman, Jewish Vocational Service, New Jersey

In many cultures, elder relatives are cherished members in an extended family. The family counts on their knowledge for guidance in making critical life decisions as well as in day-to day affairs. Their power may also come from ownership of resources they have accumulated over their lifetime, their occupation, or relationships with others in the community.

In the U.S., refugee elders experience a sharp role reversal as they must leave behind everything they know and enter a world in which little is familiar. Poor English language skills, little money, and limited mobility enforce their isolation. Elderly often depend on others when they need to negotiate the world outside their home. With few resources themselves, families may rely on elders for childcare, cooking, cleaning, and other household services. In other cases, elders have a great deal of free time with nothing to do.

Elderly may live away from their families in subsidized elder housing. Living with children may not be possible in housing units that were not built for extended families.[21] Some older refugees have no family in the U.S.

"Many refugees lack the family system that supported them in their homeland and would have been expected to support them as they became less capable of caring for themselves...The refugees have to struggle with the problem of aging in a new culture that they know little about." [22]

Strategies to Address Changing Societal Role and Family Dynamics:

- Recruit family members of all ages as active allies in elders' efforts to learn English and prepare for the test. Ask them to help with transportation, tutoring, encouragement, and in-class support.
- Conduct home visits during recruitment for classes.
- Help families develop alternative childcare and/or reduce other responsibilities assigned to elders so they can regularly attend class.
- Offer childcare for elders' grandchildren.
- Develop support network among learners in the classroom, especially for those without family. Encourage group problem-solving around issues brought up in class and set up cooperative learning activities. Design situations in which stronger learners help those with fewer skills.
- Take an active interest in what elders know or have done.
- Encourage learners to share about their present lives and past experiences in their native country.
- Develop the learner's English language skills to share their knowledge, culture, and areas of expertise with grandchildren and others.
- Teach a unit called, "I'm an expert in ..." in which learners can share a subject or skill they know well such as baking, singing, carpentry, or engineering.
- Develop written materials in English that elders can use to share their knowledge with family and others.

Elder Poverty

> *Some need money badly and spend time collecting cans or making what little money they can...They feel a need to earn money. This influences the time they have to learn.*
>
> –Sister Leah Coutillion, SSND, Catholic Charities, Dallas

> *Many elderly are extremely anxious about surviving if they are not granted citizenship because they will lose their SSI. Those who are without families are especially frightened. Those with families are worried that they will be a big burden. Anger, resignation and fear best describe this population. From a culture which valued and respected elderly to the current conditions, they have moved more than miles from their origin.*
>
> –Thomas Robb, Bosnian and Herzogovinian Community Center, Chicago

Most elderly refugees lose whatever resources they have accumulated over their lifetime: their land, personal property and savings. It is very difficult for them to find work to rebuild their resources in the U.S. Former professionals often cannot find similar work in the U.S. because of poor English. Even with strong English skills, there are few re-certification programs for older adults, and many employers are reluctant to hire them. Older refugees with little or no formal education in their native country have even fewer employment options. As a result, older refugees are among the poorest people in the U.S.

Most elder refugees are dependent on public benefits for their basic needs. Of refugees age 65 and over, 51% are on Supplemental Security Income (SSI) and 70% are on Medicaid.[23] Many receive SSI because they have little or no work history in the U.S. These benefits, however, do not cover many basic needs.

Many refugees have had difficulty accessing mainstream aging services because they do not know about them or do not have the language or skills to negotiate the bureaucracy. Some refugee groups have been more successful at accessing services than others. For example, many refugees from the former Soviet Union live in low-income senior housing while many older Cambodians live in substandard inner city housing. Others have been less successful. In addition, some social services lack cultural appropriateness. For example, meals from nutritional programs may not include food which is familiar and preferred.

Strategies to Address Elder Poverty Issues:

- Reimburse transportation costs or provide free van or bus service.
- Hold classes as close as possible to people's homes.
- Hold classes in housing complexes where many seniors live.
- Provide free textbooks, notebooks, pencils, and hand-outs, and do not expect learners to provide material resources as part of the class.
- Link learners to free services such as culturally appropriate meals, recreation, and healthcare support, and energy subsidies. Provide public transportation reimbursement, or private transportation.
- Address learners' concern to leave their homes unattended or walk in their neighborhood for fear of crime. Offer different class schedules so one person can remain at home, and provide instruction in self-defense.

- Listen to learners share what they do on the weekend. Regular trips to a local casino may indicate a desperate need for money and a gambling problem. Unfortunately culturally competent gambling addiction counseling is rare.
- Recognize learners' anxiety about losing benefits and being homeless. Create a safe, trusting atmosphere for learners to talk about their lives. Incorporate humor to help learners release tension through laughter.
- Discourage learners from organizing events that require learners to provide money or other resources they may not have.
- Involve learners as advocates in restoration of their needed benefits. Work with immigrant advocacy groups to write letters, attend protests, and call elected officials.

Gender

> *[Hmong men] feel embarrassed to be in a class with women or much younger students.*[24]
>
> –Sanford Ungar
>
> *We try to separate husbands and wives because we have learned that married students learn best that way. Otherwise one partner tends to do more of the work and the other one is more passive and does not benefit as much from the class.*
>
> –Janel Peters, Hebrew Immigrant Aid Society, Chicago
>
> *Women can be passive and defer speaking to men.*
>
> –Larry Butler, Vietnamese-American Civic Association,
> Dorchester, Massachusetts
>
> *Older men often have more difficulty learning English because their pride gets in the way. They're afraid of losing face.*
>
> –San O, South East Asia Center, Chicago

Some elderly have rigid expectations based on gender that are distinct from much of U.S. culture. In many cultures, once married, men and women have little social contact unless they are part of an extended family. Even within that context, their roles are severely circumscribed.

Some men resist letting their wives attend class for fear they will become intimately involved with another man or make the husband look bad. The husband may insist on checking in on the classroom or being in the same class as his wife. Once in class together, he may attempt to help answer questions for his wife or do her work so she does not appear to be smarter than him.

Mixed gender classes may cause anxiety or discomfort for men and women from a gender separated society.

Strategies to Address Gender Issues:

- Place husbands and wives in different classes or seat them separately.
- Offer all female or all male classes.
- Discuss differences in gender relations in the U.S. with the learners.

LEARNING ISSUES

A number of factors influence the abilities of elders to learn the English and civics required for the exam. Some refugee elders have had negative experiences at school or think they are too old to learn in a school. Others struggle with memory problems. Many of these barriers can be overcome with specific strategies and explicit instruction on what makes a good learner.

These are some of the characteristics that researchers have identified in good language learners:[25]

- willing and accurate guesser;
- strong drive to communicate, or to learn from communication and willing to do many things to get the message across;
- willing to make mistakes in order to learn and to communicate;
- comfortable with a certain amount of vagueness;
- constantly looking for patterns in the language;
- willing to practice;
- constantly searching for meaning and knows that in order to understand the message, it is not sufficient to pay attention to the grammar of the language or the surface form of speech;
- willing to use the language in real communication;
- develops the target language as a separate reference system and learns to think in it;
- takes advantage of potentially useful learning situations in real life, e.g. asks what a word means or attempts to speak English in unfamiliar situation;
- demonstrates that language success is not as much attributable to an 'innate gift' as to a conscious effort and conscious involvement.

Impact of Aging on Learning

There is no evidence which suggests that older adults cannot succeed in learning merely because of age. Older adults who remain healthy do not show a decline in their ability to learn. In fact, in vocabulary and grammar of a new language, adults may have superior learning capabilities. "This is particularly true of adults with formal education who are used to framing new learning in terms of old learning."[26]

Some adults, however, do show a decline in their mental abilities as they age. Health and physical and mental activity make a big difference in the rate of decline. In addition, sensory changes may begin in the 60s or 70s affecting vision, hearing, taste, and smell. Because of their stressful experiences, aging and related sensory changes is often accelerated in refugees.

Some studies have shown that older adults become more cautious as they age. They may not answer a familiar question for fear of giving a wrong answer.

Many elderly have a tremendous fear of not remembering. If an older person makes a mistake, he or she is considered senile, whereas if a younger person does the same thing, it is just a mistake. In one research study, however, young people reported more memory lapses than older people because they were more impulsive and forgot their previous intentions.

Human have three kinds of memory: Sensory, short-term and long-term. Sensory memory refers to the sights and sounds perceived but not stored for future recall. Short-term memory holds things remembered momentarily such as a new phone number. Long-term memory contains important information in one's life that moves from short-term to long-term. The long-term memory is quite large for many elders and appears to have an unlimited capacity.

As people age, the short-term memory is less efficient, resulting in less information being transferred to long-term memory. Many older adults have difficulties encoding information or making it "stick" in their long-term memory in the first place. Also, recall or retrieval of information may be slower, but elders can recognize a fact and recall related facts once it is given to them.

Older adults can learn strategies to move information to long-term memory and increase their retrieval of information. Reaction time slows down, but elders can often compensate with other strategies.[27]

Strategies to Addressing the Effects of Aging on Learning:

- Have explicit discussions of learning and memory strategies with learners preferably with a translator or in the native language.
- Teach elders to use their previous experience and knowledge to try to predict what is coming. Give them many opportunities to talk about their life experiences.
- Present information in a clear and well-organized manner with information grouped into meaningful categories.
- Contextualize information when first presented and then help learners use contextual knowledge for recall. Use the rich history of elders' lives whenever possible.

- Present information using a variety of modalities: writing, visual, tactile, kinesthetic . This will appeal to learners with different learning styles and also help reinforce information.
- Use visual associations or imagery with new vocabulary and names.
- Have learners break down vocabulary words and names that are difficult to associate with a visual image into segments they can associate with words in English or their native language. For example, Washington might be remembered as "washing Tom." [28]
- Use meaningful, concrete examples that elders can relate to.
- Repeat key points and repeat them in different contexts.
- Keep lesson segments short and focused.
- Encourage risk taking. Have learners repeat, "I love to make mistakes" and then encourage laughter and sharing of thoughts the statement causes.
- Help learners generate new learning strategies appropriate to their present situation rather than the past. Explain to them how aging affects memory and teach them memory strategies.

Previous Formal Education

> *I think there are some older illiterate Cambodians who will never pass the test as it's given now unless they wait until they can take it in their native language. One elderly student told me, 'You bring me all the way over here and then humiliate me because you know we will not be able to pass the test in five years. Then what will happen?'*
>
> –Lany Lang, State of Maryland Health Department
>
> *School to most Vietnamese and Russians often means rote leaning. You have to push a little to get them to speak up and answer 'off the top of their heads'.*
>
> –Nikki Eberhardt, International Rescue Committee, Salt Lake City
>
> *Most of our elderly students have limited or no education. However, most are willing to work hard to achieve their goals, as long as they are motivated on a daily basis.*
>
> –Cung Pham, Saint Anselms' Cross-Cultural Community Center,
> Garden Grove, California

Older refugees may range from Russians with doctoral degrees to Southeast Asian farmers who have never attended school. Many older women in particular were not allowed to attend school. Previous educational experiences influence self-confidence, attitude toward learning, study skills and expectations in the classroom.

Elders who have previously been successful in a formal educational environment are likely to be more confident about reentering it as an older adult. Those for whom it was a difficult experience may be more reluctant.

Learning is much more difficult for elders with low literacy skills in the native language and poor oral English. They often feel embarrassed around more educated learners and fear exposing themselves.

Elderly with formal educational experience have other challenges in the U.S. classroom because they have pre-conceived expectations of how a classroom should operate. Often they expect teacher-centered lectures, rote learning, and success dependent on one's ability to recite facts. Preconceived notions impede elderly learners disinclined to participate in unfamiliar activities. Also, rote learning can lead to problems at the actual interview, as elders lack the flexibility to respond to questions not structured exactly as learned.

Strategies to Address Previous Formal Educational Experiences:

- Review classroom expectations. This may be a participatory activity in which learners create standards.
- Provide instruction in settings where older adults already gather.
- Review study skills in the classroom. This is helpful both for those with rigid ideas about how to study as well those with little formal education. Include a recommended amount of study time, different ways to study such as listening to tapes and doing worksheets, and a good place to study.
- Give extra encouragement to those who lack self-confidence, taking care not to draw unwanted attention to their deficits.
- Slowly and respectfully introduce learners to diverse learning activities.
- When possible, offer separate classes for those with special literacy needs.
- In a mixed level class, discuss the importance of making test preparation a team effort in which everyone supports one another.
- Discuss how it feels to be back in school after so many years. Review what was good and difficult about previous experience and how it compares to the present.
- Incorporate strategies that are important to elder learners. They may be instrumental, i.e. learning to read a medicine label; or expressive, i.e. writing poetry.[29]

Previous Experience Learning English

> *Our students are willing to learn even though they have no or little English. It's important to be honest and show them that you do care.*
>
> –Pao Fang, Lao Family Community, Fresno, California

When refugees arrive in the U.S., they are generally referred to English classes as part of their resettlement. Among elders, these classes have had limited success.[30] Unfortunately, most adult education programs are structured to provide English for learners to obtain or improve their working situation; a topic of little relevance to many retired elders. These classes often do not provide the opportunity for elders to learn about what they want and need to know. There are also motivational problems among elders who are convinced that they are too old to learn English.

Once convinced they can actually learn, there are many reasons elders may want to learn English in addition to passing the citizenship test. They often want to understand English television programs. For those with health problems, English makes it possible to communicate with medical professionals and read prescription labels. Learning English helps in shopping and communicating with neighbors. It can even be used for writing stories or poetry.[31]

Elders often want to share their life story, knowledge, values and traditions. Learning English helps them document and share their lives with their children and grandchildren. This is particularly important because many younger refugees abandon their native language and culture altogether, showing disrespect to elders.

Once in the classroom, another set of issues arise. The pace is often too fast for seniors and they feel embarrassed when they can not understand the teacher or keep up with younger classmates. They need a slower pace both because of memory loss associated with aging and because of social isolation that limits their contact with English speakers.

Pacing and appropriate pedagogy are particularly important for low-literate elders. Many programs do not have classes for seniors with little or no literacy in their native language or in a language that uses a non-Roman alphabet. When such courses are offered in a mixed age setting, younger learners tend to advance more quickly, leaving elders behind.

Attitudes about Aging and Learning

> *In Vietnam the retirement age is 55. By then people think that their learning ability has stopped. They may need help to change their way of thinking.*
>
> –Hong Le, International Institute, St. Louis

> *In general, the elderly are embarrassed about their limited knowledge of the English language, and they don't believe they can learn a new language. They stay within their family and community boundaries. However, if they start a class and feel comfortable, they show great motivation and discipline.*
>
> –Mary Lynn Kasunic, Area Agency on Aging, Region One,
> Marcopa Elder Refugee Program, Phoenix

> *When we first started recruiting students about a year ago, we had a lot of challenges. All of them told us that they weren't interested in classes because they were too old to learn. Now, most of them can answer at least 25 questions from the INS list of 100 questions in English.*
>
> –Jill Lind, World Relief, Chicago

It has been argued that the greatest obstacle to acquisition of language or literacy for elders is the set of negative attitudes and assumptions about aging that interfere with taking positive action.[32] These attitudes are also sometimes held by those with whom they have intimate contact, their family, and teachers.

In many societies, formal classroom education is viewed as appropriate only for youth. Adults do not go to school, while continuing education is nominal if at all. Elders are valued for their wisdom acquired over a lifetime's experience, not for what is learned in the classroom.

The general devaluing of the elderly in the U.S. tends to lower the self- esteem of older refugees, including their ability to learn. In the U.S., people who are not gainfully employed are seen as drains on society. Elders tend to internalize these messages and lack faith in their own abilities.

Strategies to Address Attitudes About Aging and Learning:

- Have learners repeat: "I can learn", "I am smart", "I can" and "I will."
- Design exercises that assure success and provide regular praise.
- In every class, have learners repeat, "I will be an American citizen."
- Remind students that while studying is short-term, the benefits of citizenship are permanent.
- Post the benefits of citizenship and review them regularly.
- At the end of class ask, "What did you learn today?" Applaud each learner who responds.
- Have learners fill out a contract:
  I _______, will be an American citizen.
  I will do this because I want to:_______, ______, and ______.
  To do this, I will study at least _______. I will study _______.
  Signature _______.
- Send a corresponding letter to the learner's family:
  Dear _______,
  Your relative, _______ will be an American citizen. She will do this because: _______, _______ and _______. S/he will study at least _______. S/he needs your support and encouragement. Please help him/her study and go to class.

  When s/he is a citizen, the whole family will benefit. S/he can do it![33]

HEALTH ISSUES

As people get older, they may become vulnerable to more chronic illnesses. Chronic means the problems could last for the rest of one's life without getting better. Illness, however, is not an inevitable part of aging.

Some refugees have had little or no professional medical care prior to coming to the U.S. and may be living with an untreated illness. The stress of adjusting to a new life and social isolation can exacerbate these problems and also create psychosomatic problems with no apparent physical basis. "Physical factors associated with aging may play a more critical role than cognitive factors in the ability of elders to benefit from literacy instruction." [34]

A refugee who seeks care for a particular health problem may need to contend with an immense healthcare bureaucracy to get service. It may take perseverance to find out if a particular illness is covered by public benefits and the specific procedures required to obtain them. Most refugees have Medicaid. However, each state has its own rules and regulations as to what it will cover.

While all refugees in any particular locality may be eligible for the same healthcare services, ethnicity influences their usage of such benefits. It is not uncommon for older Russians to aggressively seek medical care while many Southeast Asians might hesitate even to have a routine check-up. The latter may rely instead on traditional herbs and other native healing treatments. There are few healthcare providers that combine traditional and western health care, and they are not usually covered by Medicaid.

Chronic illnesses common in older people and the medical treatments for such problems may affect learning. For example, certain medications cause drowsiness and subsequent problems in concentrating. Learners with visual problems may not be able to read small print textbooks. Teachers and program administrators may need to make adjustments in their classroom or program design to accommodate these problems. They may also want to refer learners for treatment and/or recommend that they look into the viability of applying for a disability waiver from the English language and civics requirements for citizenship. Teachers can also encourage social support, regular exercise and a balanced diet as these factors are critical to good health.

Alcoholism [35]

Alcoholism is more likely to go unnoticed among the elderly, although it can often begin later in life and lead to serious problems. In fact, widowers over age 75 have the highest rate of alcoholism in the U.S.

Alcoholism is closely connected to trauma in many refugee learners. People may develop drinking problems later in life in response to stressful situations, loss of friends or loved ones, loneliness, decreased standard of living, and decreasing health. Older alcoholics who suffer from depression are the highest risk group for committing suicide in the U.S.

Among some refugee groups, the elder, the community, and his or her family deny the problem's seriousness while in others excessive drinking is a social event. Heavy drinking may be seen as a normal reaction to loss or grief, "just the way he or she is", or an integral part of socializing. Because the older person is not always employed and may live alone or apart from family, it is easier to hide the extent of his or her drinking.

Heavy drinking can cause a number of problems for older adults. They can become intoxicated on a little alcohol because they have a lower body water content. This can cause physical damage as well as making elders more prone to accidents. It can also cause adverse side effects if it mixes with medications. Alcoholism leads to increased "mental aging" and may have long lasting cognitive effects.

Symptoms

Alcoholic students may have difficulty attending morning classes. Also, they may not attend class on Mondays due to binge drinking on the weekends. Learners who smell like alcohol or suffer from headaches due to excessive drinking may be alcoholics.

Treatment

Alcoholic treatment generally begins with a three to seven day detoxification followed by counseling and support groups. However, some refugees do not understand the concept of alcoholism and addictions in the same way. Counselors must get refugees to accept they have a problem and finally endeavor to find an appropriate treatment program. Mainstream treatment programs require that participants be fluent in English, effectively eliminating many refugees from participation. There are a small number of ethnic-based treatment programs, but they rarely meet the need. Most refugee communities lack expertise and trained people to work in alcoholism treatment.

Instructional Strategies to Address Alcoholism:

- Develop a policy about classroom attendance under the influence of alcohol or drugs and enforce it.
- Provide learners with explicit information on the effects of alcohol on the learning process.
- Provide referrals to appropriate alcohol treatment facilities.

Alzheimer's Disease/Dementia and Memory Loss[36]

Dementia is an impairment in short- and long-term memory. It usually involves impairment in abstract thinking, impaired judgement, and personality changes. About 50 disorders can cause dementia including strokes, HIV, and medications. Alzheimer's is the most common form of dementia.

Alzheimer's is a physical disease which attacks brain cells where memory is stored along with brain nerves and transmitters which carry instructions around the brain. While the cause is unknown, the greatest risk factor is age. Three percent of people from age 65 to 74 have Alzheimer's. From age 75 to 84, the figure rises to 19%, and for those 85 and older, Alzheimer's afflicts 47%.

There is no medical test for Alzheimer's. A diagnosis is made by excluding other conditions that have similar symptoms. A general practitioner may need to refer a person to a specialist for a diagnosis. Current tests are about 90% accurate. It cannot be diagnosed with 100 percent accuracy until after the person's death when a brain autopsy reveals specific anatomical abnormalities.

Symptoms

Alzheimer's typically begins with mood swings, lapses of memory, or difficulty in finding the right words for everyday objects. Mild symptoms of this sort may be the natural effect of aging. It may be Alzheimer's if a pattern of problems emerges over six months or more.

As it progresses people may routinely forget recent events, appointments, and names and faces. They may have difficulty in understanding what is being said and easily become confused. They undergo personality changes, appearing no longer to care about those around them and becoming irritable, apathetic, or convinced that someone is trying to harm them.

In advanced cases people may also adopt strange behavior, like getting up in the middle of the night, or wandering away from their home and getting lost. They may lose their inhibitions and sense of acceptable behavior. Finally, the personality disintegrates and the person becomes totally dependent on others.

Treatment

There is no drug treatment to cure Alzheimer's or stop the deterioration of the brain, although some drugs may cause symptomatic relief. There are also therapeutic approaches which can help people retain their skills and abilities.

Instructional Strategies to Address Alzheimers/Dementia and Memory Loss:

- Be flexible and patient. Encourage people to remember what they can without pressure.
- People are often anxious about their memory loss in the early stages. Provide opportunities for them to restore their sense of confidence by asking about the distant past which they are more likely to remember clearly than events which occurred more recently.
- Keep new information simple and repeat it frequently.
- Break down new activities into small steps.
- Help people concentrate on one thing at a time.
- Maintain a regular routine with some variety. This will help people feel more secure and make it easier for them to remember what usually happens in class.
- Use memory aids such as pictures, lists, and clear written and verbal instructions.

- Get the learner's attention before starting to communicate.
- Make eye contact to help focus attention.
- Get close enough to learners so they can see mouth movements and gestures.
- Eliminate competing noises or activities such as private conversations.
- Speak slowly, clearly and calmly. Never shout or use a sharp tone as this can be distressing.
- Use short, simple sentences and allow time for learners to comprehend what was said.
- Ask questions one at a time. Too many questions at once is confusing.
- Repeat information slowly and emphasize the most important words.
- Use body movements such as pointing or demonstrating an action to help the learner understand.
- Encourage humor as it is a good safety valve. Laughing together over mistakes or misunderstandings can help relieve anxiety.
- If a learner is sad encourage him or her to express the feelings.
- Use learners' names in talking to them. This attracts their attention and helps them to retain a sense of identity.
- Fact and fantasy can become confused as the illness progresses. Disagree as tactfully as possible without making the learner feel foolish.
- Pain, discomfort, illness, or the side-effects of medication can increase confusion and make communication more difficult. Check with the learner's family if such a situation is suspected.

Arthritis[37]

Arthritis refers to more than 100 different diseases that cause pain, swelling and limited movement in or around joints and connective tissue. It is usually chronic. The cause for most forms of the disease is unknown.

Symptoms

Arthritis usually causes stiffness, pain, and fatigue. Most people over 60 suffer from some degree of osteoarthritis or degenerative joint disease (DJD).

The severity of arthritis varies among individuals and even from day to day. It can affect range of motion and make it difficult to sit for a long time or to hold a pen for writing. Arthritis can also make it difficult to walk.

Treatment

Most of the treatments for arthritis involve diet changes, weight control, exercise, and adjustments in daily living including the use of certain self- help devices.

Instructional Strategies to Address Arthritis:

- Recognize the need for flexible attendance to allow for learners to stay home when arthritis flares up.
- Encourage learners to exercise and provide some simple physical exercises in the class. Exercise helps control joint swelling and pain associated with arthritis.
- Use books and print materials that lie flat on the table and do not need to be held open. Another option is book holders.
- Be sensitive to difficulties learners may have in grasping a pen or turning pages. Provide thicker pens and pencils which may be easier to hold.
- Be sensitive in structuring activities in which learners must move around. Allow extra time for learners to move or provide assistance to those who have difficulty.
- Allow sufficient time during breaks for learners to go to the bathroom or other places requiring movement.

Dental Problems[38]

Many older refugees have had poor dental care. They may have infections that cause a general level of fatigue and other health problems. Also, elders are often not aware of basic dental hygiene. Refugees with no teeth may not own dentures or may be unable to wear dentures due to gum damage.

Symptoms

Symptoms of dental decay may include bad breath, obviously rotting teeth, fatigue and other health problems. Sometimes ill-fitting dentures cause inflammation of the gums and soreness resulting in eating difficulties.

Treatment

Most dental problems are treatable. Dental care is most neglected in states where Medicaid does not pay for it. Also, elder refugees may not be aware of changes in their state law that have expanded Medicaid dental coverage.

Instructional Strategies to Address Dental Problems:

- Give special attention to learners who have pronunciation problems caused by dentures or missing teeth. Those with pronunciation problems can easily get discouraged about their ability to learn English when they can not produce certain sounds or when others have difficulty understanding what they are saying.
- Be aware that some elderly learners with damaged teeth feel embarrassed to open their mouths and let others see their teeth. They may need special encouragement to participate in class.
- Provide referrals for learners who appear to have dental problems. Often dental schools have low-cost clinics.

Depression[39]

Depression affects many older adults. It is not a normal part of aging and often occurs independent of age. The highest rate of suicide is among older adults suffering from depression. Refugees suffer depression at a higher rate as they encounter both age and adjustment-related difficulties.

Symptoms

Depression is most commonly characterized by a sense of helplessness and hopelessness, a loss of interest in preferred activities, lack of attention, and preoccupation with one's own thoughts. "For refugees it is often somaticized in such forms as loss of appetite, short attention span, nightmares, and inability to sleep".[40] In the classroom, learners who are depressed may have difficulty concentrating. In addition, the side effects of some medications used to treat depression may cause drowsiness.

Treatment

Depression can be treated through more active community/family involvement, medications and/or therapy. Treatment may be relatively short-term for those suffering from situational depression or long-term in response to a particular traumatic event. Unfortunately, refugees are most often reluctant to seek mental health treatment. A referral to a culturally competent mental health service should be offered to learners who are known to be depressed.

Instructional Strategies to Address Depression:

- Incorporate exercises that help learners attend to the present environment such as kinesthetic activities, jokes, and games.
- Encourage laughter as it can help ease feelings of depression.
- Encourage learners to exercise and provide some physical exercise during class. Exercise reduces symptoms of anxiety and depression and fosters improvements in mood and feelings of well-being.
- Teach learners vocabulary about feelings and emotions so they can share how they feel. They are more likely to remember language that is of immediate use; e.g., "frustrated and depressed" or "I feel sad when ..."
- Incorporate social activities into the classroom so learners have a sense of community.

Diabetes[41]

Diabetes occurs when the body does not make enough insulin or can not use its own insulin as well as it should. Insulin is a hormone made by beta cells in the pancreas, an organ near the stomach. During digestion, food gets converted to sugar, a usable energy for the body. Insulin allows sugar to be used by the cells. With diabetes, the level of sugars build up in the blood because the body lacks insulin. Diabetes can cause problems with the kidneys, legs, feet, eyes, heart, nerves, and blood flow. If left untreated, these problems can lead to kidney failure, gangrene and amputation, blindness, and stroke. Diabetes affects approximately 20% of older adults in the U.S. Most elders have type 2, which usually appears after the age of 40.

Symptoms

Type 2 diabetes often develops slowly. Most people who get it have increased thirst and an increased need to urinate. Many also feel edgy, tired, and sick to their stomach. Some people have an increased appetite but also lose weight. Older people may confuse these symptoms with general signs of aging.

Treatment

Type 2 diabetes can often be controlled with diet and exercise alone. Some people also need either diabetes pills or insulin shots.

Instructional Strategies to Address Diabetes:

- Encourage learners to exercise and provide some physical exercise during class or breaks. Exercise reduces the risk of developing diabetes and can help keep it under control.
- People with diabetes need to eat at regular times. If class ends close to a meal time, provide or allow learners to bring health appropriate snacks to class.

Hearing Impairment[42]

Hearing problems often increase with age. About one-third of people between age 65 and 74 and about one-half of those age 85 and older in the U.S. have some form of hearing impairment.

Often hearing impairment develops slowly and subtly. People may not realize or be willing to admit to themselves that they have a problem. Hearing problems that are ignored and untreated can worsen. Older people who cannot hear well may become depressed or withdrawn from others to avoid the frustration or embarrassment of not understanding what is being said. They may become suspicious of others who they believe "don't speak up" on purpose.

Hearing loss can be caused by exposure to very loud noises over a long period of time, viral or bacterial infections, heart conditions, stroke, head injuries, tumors, certain medicines, heredity, or changes in the ear associated with aging.

Symptoms

Common symptoms of hearing loss are finding certain sounds annoying or too loud, difficulty hearing over the telephone, the sense that others seem to mumble, problems hearing because of background noise, finding some words hard to understand, trouble following a conversation, or hearing a hissing or ringing sound in the background.

Common Types of Hearing Loss Among Older Adults

Presbycusis is the most common hearing problem in older people. It is an ongoing loss of hearing linked to changes in the inner ear that may cause people to have a hard time hearing what others are saying or be unable to tolerate loud noises.

Tinnitus is a symptom common among older people associated with a variety of hearing diseases and disorders. It causes ringing, roaring, or other sounds inside the ears. The sounds can come and go or stop altogether. It may be caused by ear wax, an ear infection, a nerve disorder, or the use of too much aspirin or antibiotics.

Conductive hearing loss happens in older people when sounds carried from the ear drums to the inner ear are blocked. Ear wax in the ear canal, fluid in the middle ear, abnormal bone growth, or a middle ear infection can cause this loss.

Sensorineural hearing loss happens where there is damage to parts of the inner ear or auditory nerve. It may be caused by birth defects, head injury, tumors, prescription drugs, poor blood circulation, high blood pressure, or stroke.

Treatment

Treatment cannot necessarily restore hearing loss nor can it stop the progression of deafness. Special training, hearing aids, certain medicines, and surgery can help many people adjust to hearing problems, but they might not be paid for by Medicaid. Not all people can benefit from a hearing aid. Elders may find it uncomfortable or not helpful because it amplifies without discrimination. Also, they may forget to put the hearing aid in or have difficulties turning it on and adjusting it correctly.

Many general practitioners can make an initial diagnosis of hearing loss. The doctor may also refer patients to an otolaryngologist and/or an audiologist for more specific diagnosis and treatment.

Otolaryngologists have specialized training in the ear, nose, and throat and other areas related to the head and neck.

Audiologists are trained in identifying and measuring hearing loss. They also help people select an appropriate hearing aid, provide instruction in usage, and help with needed adjustments.

Instructional Strategies to Address Hearing Impairment:

- Stand in good lighting with low background noise.
- Speak clearly and at a reasonable speed. Have your mouth in clear view. Do not talk and write on the board at the same time.
- Use facial expressions or gestures to give additional meaning clues.
- If language is not understood, repeat using the same words. If the listener still can not hear, try rephrasing. Some sounds may be easier to hear than others.

- Make sure learners with hearing aids have them on and that they are functioning properly.
- Encourage learners to ask questions when they do not understand.
- Minimize background noise.
- Reinforce what is said orally with visuals, i.e. print, pictures and objects.

Advocacy Strategies with the INS:

- Request an accommodation because of hearing loss. The applicant should send a letter to the INS with the N-400 stating that he or she has trouble hearing and will need accommodations such as having the officer speak slowly, clearly face the applicant, and/or use visual gestures. Have the applicant bring a copy of the letter requesting accommodations to the interview.
- Encourage applicants with a high degree of hearing loss to submit a disability waiver requesting that the English requirement be waived due to an inability to understand and speak English.
- Request a special accommodation to bring a person along who can repeat what the officer says in a way the applicant can understand.
- Encourage applicants to let the officer know when they do not understand something and request that it be repeated, stated differently, or said louder. Asking for repetition and clarification shows that the applicant wants to understand. Pretending to understand can be much more problematic.
- Teach learners to confirm when they understood something or are uncertain, e.g. "Do you mean ....?"

Heart Disease[43]

There are many types of heart diseases. The most common heart disease among the elderly is coronary heart (or artery) disease. The risk of coronary heart disease is increased by old age, heredity and gender – men are at greater risk.

Coronary heart disease is caused by the gradual blockage of the coronary arteries. These arteries supply the heart with oxygen and nutrients necessary for the heart's effective functioning. Thick patches of fatty tissue form on the inside of the walls of the coronary arteries. As the inside diameter of the arteries becomes increasingly narrowed, the heart gets less oxygen and nutrients from the blood thereby increasing the risk of heart attack and sudden death.

Heart attacks occur when the blood flow to a part of the heart is severely reduced or blocked, often caused by a blood clot in a coronary artery. Muscle cells die if the blood supply is cut off severely or for a long time. Disability or death can result, depending on how much the heart muscle is damaged.

Symptoms

Symptoms include feelings of pain, pressure, or squeezing in the center of the chest that lasts more than a few minutes, pain that goes to the shoulders, neck or arms, and discomfort in the chest along with a light head, fainting, sweating, nausea, or shortness of breath.

Other Circulatory Diseases

Heart Failure means the heart is not pumping blood properly. It keeps working, but the body does not get needed blood and oxygen. Symptoms include swelling in feet, ankles and legs and fluid build-up in the lungs.

Stroke happens when a blood vessel feeding a specific part of the brain gets clogged or bursts. That part of the brain can not work and neither can the part of the body it controls. There are a number of common symptoms: feeling weak in an arm, hand, or leg; inability to feel one side of the face or body; inability to see out of one eye; difficulty talking; feeling dizzy or losing balance; inability to understand what someone is saying; and a sudden, very bad headache.

Treatment

Treatment may range from diet and other lifestyle changes to medication and surgery.

Instructional Strategies to Address Heart or Circulatory Disease:

- Refer learners with heart disease symptoms to appropriate medical care.
- Offer short classes with frequent breaks and changes of activity to keep learners' attention and diminish the effects of fatigue.

Hypertension[44]

Hypertension or high blood pressure is an abnormal increase of pressure in the arteries over a period of time. It is dangerous because it causes the heart to work extra hard. Over time it causes the heart to enlarge and weaken. This strain increases the risk of stroke or heart attacks, hardened arteries, kidney failure, and congestive heart failure. About 50% of all people over age 60 in the U.S. have hypertension.

Symptoms

There are no direct symptoms or warning signs for hypertension, making it extremely dangerous. It is usually identified when doctors do a blood pressure check as part of a routine check-up.

Treatment

Hypertension can be treated through behavior modification like changes in diet and increased exercise. Severe cases require medication, some of which may cause side effects including fatigue.

Instructional Strategies to Address Hypertension:

- Offer short classes with frequent breaks and changes of activity to keep learners' attention and diminish the effects of fatigue.

Mobility Challenges

There are a number of health problems that may limit a person's mobility and must be taken into consideration both in program design and classroom instruction.

Symptoms
Mobility difficulties may be caused by a temporary or permanent disability.

Treatment
Depending on the nature of the disability, treatment may include medication, physical therapy, surgery, or adaptative devices such as an electric wheelchair.

Instructional Strategies to Address Mobility Challenges:[45]

- Offer classes in wheelchair accessible buildings and in buildings with an elevator when the class is not on the ground floor.
- Offer transportation to classes for those with mobility problems or help arrange appropriate transportation with other providers. When possible, offer classes in the building where learners live.
- Ensure that the classroom site has wheelchair accessible bathrooms.
- Provide comfortable classroom chairs that are large enough for heavier learners and padded for those who are very thin. Make sure there is adequate space for wheelchairs. Eliminate furniture or other obstacles in aisles and near doorways.
- Provide referrals for learners who may benefit from medical attention or other material resources.
- Adapt small group activities to the needs of those with mobility problems. For example, allow extra time for people to get in groups or have a small group gather around a person with a mobility challenge.
- Provide sufficient time during breaks for students with mobility challenges to go to the bathroom and take care of other personal needs.

Parkinson's Disease[46]
Parkinson's Disease is a chronic neurological condition. It is a slowly progressing disease affecting movements such as walking, talking, writing and swallowing. As it progresses, the shaking may worsen, muscles will tend to stiffen and balance and coordination will deteriorate. Depression and other mental health problems are common. The cause of the disease is unknown.

Parkinson's is most common in older people. It affects 1% of people over age 65 and 2% over the age of 80. While there is no cure, medication can treat its symptoms and allow many patients to maintain a high level of functioning and live long lives. It is not life-threatening nor is it contagious.

Symptoms
The main symptoms of Parkinson's Disease are a tremor on one side of the body, stiff limbs, slowed movements, and a gait or balance problem. Not all of these symptoms are experienced. Additional symptoms are: small cramped handwriting; lack of arm swing on the affected side; decreased facial expression; lowered voice volume; slight foot drag on the affected side; increase in dandruff or oily skin; less frequent blinking and swallowing; feelings of depression or anxiety; and episodes of feeling "stuck in place" when initiating a step, called "freezing."

People with Parkinson's may also suffer from any of a long list of secondary symptoms including depression, difficulty sleeping, dizziness, stooped posture, constipation, dementia, and problems with speech, breathing, and swallowing.

Treatment

Parkinson's treatment may include medication, surgery, various kinds of therapy, exercise and diet control, all under medical supervision.

Parkinson's effects on learning depend on its severity. In its milder form, it may have little impact on the ability to learn, although the person may appear incapable of learning because of facial or other body changes. For example, the face of a person with Parkinson's may appear dull or expressionless but the mind may be perfectly functioning. It may be possible for some learners to learn history and civics, but not to write because of a tremor. Some symptoms may make it difficult for learners to leave their homes to attend class, to attend regularly (especially if sleep deprived), to hold a pen or pencil or to pay attention in class. In addition, some of the commonly prescribed medications may have debilitating side effects.

While there is no definite lab test or brain scan to diagnose Parkinson's, a neurologist who specializes in movement disorders can provide a clinical diagnosis.

Instructional Strategies to Address Parkinson's Disease:

- When appropriate, encourage learners with diagnosed Parkinson's Disease to submit a disability waiver.
- Explain to other learners the nature of Parkinson's Disease so that they understand the situation of their classmate.

Stress and Post-Traumatic Stress Disorder

Stress

> *Older refugees are a very emotional group. They feel left out and sometimes abandoned.*
>
> –Anh Nguyen, Vietnamese Community, Orange County, California
>
> *They are appreciative of what the government and Jewish agencies do for them, but deep down they are very afraid for their existence.*
>
> –Marina Tepperman, Jewish Vocational Service, East Orange, New Jersey
>
> *Classes are also therapy for learners as they are able to concentrate on subjects other than their loss or loneliness. Nearly every class includes short crying periods of one student or another.*
>
> –Thomas Robb, Bosnian and Herzogovinian Community Center, Chicago

Many older refugees have suffered a number of traumatic stressors in their lives. In their native country they may have experienced war, persecution, physical assault, rape, and torture. Refugees may have witnessed the death of loved ones, atrocities and/or mutilations. Some spent extended periods of time in forced labor or reeducation camps or were "patients" in so called Soviet psychiatric clinics for those who disagreed with government policy.

In their flight, refugees left behind their property as well as loved ones. They may have been forced to make a long journey to another country with little or nothing to eat. Some stayed in refugee camps for many years encountering poverty, disease and a pervasive hopelessness.

Once in the U.S., refugees face a huge language barrier, culture shock, poverty, inadequate housing, unemployment and/or underemployment. In addition, they lose their occupational identity and status.

Older refugees also experience tremendous homesickness for family and friends. Some dream of returning home, though it is highly unlikely. It's difficult for many to imagine dying and being buried in the U.S. Others dream of becoming U.S. citizens before they die in order to have a homeland to be buried in.

All of these experiences are normal in the lives of most refugees. Older refugees are particularly vulnerable because stress can accelerate the aging process and lead to frequent illnesses. These include actual physical problems and symptoms related to stress, "survivor's grief" and worries about the future. In some cases, refugees may suffer from Post Traumatic Stress Disorder.

Stress Symptoms

Stress is tension caused by external or internal problems. Symptoms may manifest themselves psychologically as anxiety or impaired concentration or physically in the form of headaches, back pain, insomnia, or high blood pressure.

Stress Treatment

Stress treatment may include a range of options including meditation and other relaxation techniques, exercise, therapy, medication, and life changes such as moving to a new home or changing one's daily routine.

Post-Traumatic Stress Disorder (PTSD)

> *Bosnian elderly have all experienced two wars, and some even three. The pain experienced by the elderly from Bosnia is acute and will not go away soon. They have seen family homes of over 500 years destroyed or were ejected from their homes by force. Fear and anxiety about citizenship to maintain SSI, compounds the Post Traumatic Stress Syndrome (PTSS) felt by many. Most are very quiet about their past and are uncomfortable speaking about the recent war. They have lost*

> *children and grandchildren in brutal ways and cannot escape these memories. To many, the U.S. is a prison which cruelly contains them and in which they can only remember what they have lost.*
>
> –Thomas Robb, Bosnian and Herzogovinian Community Center, Chicago

> *When many Cambodians go to the INS, it brings back memories of interrogation and torture under the Khmer Rouge. They freeze up and can't remember anything. They are sent home, even though they have studied hard and know the material.*
>
> –Lany Lang, State of Maryland Health Department

PTSD Symptoms

Refugees with PTSD show an exaggerated response to specific stressors or an 'exaggerated startled response' to certain things in the environment such as someone entering a room unexpectedly.

"Individuals with PTSD not only have anxiety about the past or adapting to a new culture but also experience intense fear or flashbacks when they are exposed to some stimulus which they identify, even subconsciously, with the abuse they suffered." [47]

Sometimes a survivor will show no outward sign of anxiety during the day, only to wake up with nightmares every night. A trauma survivor may appear to function normally most of the time and then suddenly panic after smelling a certain odor or seeing a specific type of vehicle drive by. Memories of traumatic events are stored differently in the brain than normal events, so the fear generated during a flash-back is sudden, involuntary, intense and physical. Some may try to avoid sleeping so they don't have bad dreams. Trauma survivors may also have frequent headaches, stomach or joint pain, or other physical symptoms that have no obvious cause. [48]

PTSD may also be associated with other problems such as depression, anxiety disorders, alcoholism, drug abuse, and other self-destructive behaviors.

PTSD Treatment

PTSD treatment includes techniques similar to those used to treat stress, however, the therapy provided is designed specifically for trauma survivors. Trauma therapy aims to give the person skills to cope with the memories and uncomfortable feelings. The memories usually do not go away. Medication is used to help reduce the symptoms of PTSD. There is no particular drug therapy for PTSD; it varies among individuals.

Instructional Strategies to Address Stress and PTSD: [49]

- It is not possible to tell whether a person has PTSD from outward appearances or symptoms. If a learner appears to suffer from PTSD, try to get in touch with a resettlement organization. They can often make a referral to a mental health provider or offer advice on what to do. In addition, a learner with PTSD may be eligible for an INS disability waiver from the English language and/or civics requirements.

- Maintain small class size.
- Offer afternoon classes for those who suffer insomnia and nightmares. They may not be able to fall asleep until the early morning and will have difficulty concentrating in a 9:00 am class.
- Ideally the classroom should have windows, natural light, minimal outside noise, live plants, and sufficient space to move freely. Paint, wallpaper, carpets, and lighting should provide a calm, warm, and soothing atmosphere.
- Set up a quiet corner with a table, sofa, and some instructional materials for learners who need a time-out. This can be used by those with migraines, concentration overload, or severe depression who want a safe place to be while maintaining contact with the learning environment. Learners can rejoin the class when ready.
- Try to set up the room so learners face the door and thus are less likely to suffer from fear and anxiety.
- Design exercises which learners can easily complete.
- Post a lot of visual reminders on the walls to aid in memory.
- Appreciate everything learners do well in class or in their homework.
- Appreciate learners for attending class, for trying to learn, for maintaining hope, for being good people, for being smart, for caring about others, for surviving, or anything else you can think of everyday. Also, encourage learners to appreciate one another.
- Be flexible about attendance. At the same time offer support for those who need extra motivation. Have another student give a reminder call or accompany those who struggle to come to class alone.
- Encourage learners to become involved in a religious or community organization. Besides a supportive family, it is the greatest predictor for successful rehabilitation from PTSD.
- When talking about family, initially "depersonalize" the theme as many learners have family members who have been killed or left behind. Do a lesson about a fictional family. Later learners may be willing to share information about their own families.
- Allow for learners who want to talk about their traumatic experiences or life in their native country, but do not require it. Some learners may prefer to be silent.
- Create community in your classroom. Find the strengths of each student and provide a forum for students to share what they do well. Organize field trips to promote closeness in a different environment.

- Teach learners vocabulary about feelings and emotions so that they share how they feel. They are more likely to remember language that is of immediate use, e.g. frustrated, mad, depressed, tired, anxious. For example, "I feel sad when.... " or "I feel happy when..."
- Teach health terms so learners can talk about their physical health, e.g. vomit, nightmare, migraine.

Urinary Incontinence[50]

Urinary incontinence is the inability to control urine flow. It is most common among older adults. A person may involuntarily lose urine as soon as he or she feels the need to urinate, on the way to the bathroom, or after drinking a small amount of liquid. While a social problem, it can also be an important health issue. It may be associated with coughing, sneezing, exercising or laughing. It may also be influenced by stress. Urinary incontinence may cause embarrassment and/or discomfort.

Symptoms

Urinating involuntarily when coughing, laughing, or for no apparent reason.

Treatment

Urinary incontinence may be treatable with drugs, surgery, biofeedback, and other forms of behavioral therapy.

Instructional Strategies to Address Learners with Urinary Incontinence:

- Make sure learners know where the bathroom is and feel free to go whenever needed.
- Let those who need assistance to go to the bathroom feel free to interrupt when needed.
- If a learner is incontinent in class, handle it in a respectful manner.

Vision Problems[51]

As people age, some vision problems begin, while existing problems worsen. Elders who wear glasses may be using an inappropriate prescription because they do not have regular eye exams or update their lenses. This can increase the risk of accidents from falling or driving. Some problems, if untreated can cause severe impairment and even blindness. Unfortunately, Medicaid often does not often cover eye exams or prescription glasses.

Symptoms

Symptoms may be difficult to identify. Because vision changes develop slowly and subtly, elders may not realize or be willing to admit to themselves that they have a problem.

Certain symptoms are most likely to indicate a cataract: cloudy or blurry vision; a problem with light, such as glare from lamps or the sun; faded colors; double or multiple vision; and/or frequent changes in glasses prescriptions.

Common Types of Visual Impairment among Older Adults

The most common causes of visual impairment in the elderly are cataracts, age-related macular degeneration (ARMD), presbyopia, diabetic retinopathy, and glaucoma. The latter two are more common in older people with diabetes.

Cataract refers to a cloudy area in the eye's lens that can cause vision problems. The most common type is related to aging. More than half of all people age 65 and older have a cataract. It develops gradually without pain slowly worsening vision. Many people develop cataracts in both eyes.

In the early stages, stronger lighting, different glasses, and magnifying glasses may lessen the vision problems caused by cataracts. At a certain point, however, surgery is needed to improve vision. A surgeon removes the cloudy lens and replaces it with a substitute lens.

Age-Related Macular Degeneration (AMD) is the most common cause of blindness and vision impairment among the elderly in the U.S. It occurs in 30% of people age 75 and older.

AMD damages the macula, a part of the retina responsible for seeing sharp details directly in the center of a field of vision interfering with a person's ability to see straight ahead and for fine, detailed vision. The disease may progress very slowly or rapidly.

Dry AMD is the most prevalent form of the disease. In a small number of cases it progresses to the "wet" form. New blood vessels grow beneath the macula and leak fluid and blood causing inflammation and scarring. If not stopped, it can cause blindness.

The most common early symptom of AMD is blurred vision. Often the blurred vision will go away in bright light. People with dry AMD may see a small but growing blank spot in the middle of their field of vision. Straight lines or edges appear crooked in the initial stages of wet AMD.

There is currently no treatment for dry AMD. Some patients with wet AMD can benefit from laser surgery.

Presbyopia more commonly begins in middle age in people over age 40. It makes it hard to see clearly, to read or do close work. The lens inside the eye gradually loses its flexibility and focusing ability with age.

The most common symptoms include a tendency to hold reading material at arm's length, difficulty reading in dim lighting, tired eye or headaches after concentrating on close work, and/or blurred vision at the normal reading distance. Presbyopia can generally be treated with prescription lenses.

Glaucoma occurs when there is too much fluid pressure inside the eye, causing optic nerve damage and loss of vision, possibly blindness. It can be prevented if the disease is detected and treated in time. A person with diabetes is nearly twice as likely to get glaucoma as other adults.

Glaucoma seldom produces early symptoms. It can be treated with medications, laser, or other forms of surgery.

Diabetic retinopathy is damage to the blood vessel in the retina causing vision loss or blindness. It can affect anyone with diabetes. Nearly half of all people with diabetes will develop some degree of diabetic retinopathy during their life. It is the leading cause of blindness in adults in the U.S.

Typically, there are no symptoms in the early stages. It can often be treated with laser surgery. People with diabetes should have their eyes examined once a year to check for the disease.

Treatment

Two kinds of professionals provide treatment. Ophthamologists are medical doctors who specialize in eye diseases. Optometrists are specialists in measuring vision loss and fitting people for glasses (not medical doctors).

Instructional Strategies to Address Vision Problems:

- Provide adequate lighting in the classroom, avoiding bright, intense light that may cause glare, especially behind the instructor. If needed, add extra lamps and curtains or shades when light is bright.
- Seat learners with vision problems in the front of the class where they will have a clear and unobstructed view of the teacher.
- Bring extra reading glasses or magnifiers to class.
- Identify low-cost and/or free sources of eyeglasses in your community, such as the Lion's Club.
- Use materials that uses dark print on a light background, preferably, black on white. The paper should be matte, non-glossy to avoid glare.
- Use large print materials, either enlarged on a photocopier or written in a large type face--14 point plus and write on the board in large letters. Avoid boldface or italic type for large amounts of text and don't combine many different type faces on the same page.
- Combine upper- and lower-case letters; it is easier to read than all capital letters.
- Use large, clear, high-contrast, and high definition graphic symbols and visuals to reinforce information.
- Avoid using wavy lines and dots; they create movement ("swimming") in print or design.

- Allow time for learners to adjust to light changes during videos, etc.
- Use print fonts with serifs. It is easier on the eyes when reading.

Advocacy Strategies With the INS:

- Request an accommodation because of vision loss. The applicant should send a letter to the INS the N-400 stating that he or she has limited vision and will need accommodations such as large print and special lighting for reading and/or a large easel for writing big letters.
- Encourage applicants with very limited vision to submit a letter requesting to take the test orally as an accommodation.

Chapter Four

Program Design

In this Chapter:

- Citizenship Course Options
- Location and Schedule
- Classroom Demographics
- Recruiting and Retaining Learners
- Learner Intake and Assessment

This chapter explores some of the issues and options to consider in designing a citizenship education program for elders. Successful programs carefully assess targeted elders' needs to develop an appropriate instructional program design. The design itself may change over time as certain components are found to be less effective. The chapter highlights programs with components that uniquely respond to their constituency under "Case in Point."

CITIZENSHIP COURSE OPTIONS

What courses should citizenship programs offer?

These are some of the possible courses and tutorials available to assist elders in preparing for the citizenship test.

- ESL Literacy
- Native Language Literacy
- Beginning ESL
- Advanced Beginning/Intermediate/Advanced ESL
- Basic English for Citizenship
- Citizenship ESL and Native Language Citizenship
- ESL/Civics
- Citizenship Preparation
- Interview Preparation Crash Course

ESL Literacy

Description

This course is targeted to learners with little or no literacy in their native language or for those who are literate in a language that uses a non- Roman alphabet, e.g. Arabic or Chinese. It includes instruction in the English alphabet, numbers, months, basic reading instruction, and oral instruction.

Benefits

Learners focus on developing reading and writing skills in English, the language of the citizenship test. Many non-literate learners prefer to learn English literacy skills rather than first learning to read and write in their native language.

Challenges

It is easier to learn the cognitive skills for reading and writing in the learner's native language rather than a language in which one has limited skills. Learners in ESL Literacy may become stressed and frustrated.

Native Language Literacy

Description

This course, for learners with little or no literacy, focuses on reading and writing in the learner's native language. Linguistic research has shown that learners can more easily transfer the cognitive strategies used in reading from one language to another rather than learn them in a newly acquired language. It is most commonly taught in languages with a Roman alphabet such as Spanish. The course often includes oral English instruction as well.

Benefits

It is much easier to develop literacy skills in a language in which learners possess a meaningful oral base.

Challenges

This method may take longer because learners take ESL after developing proficiency in the native language. Also, some learners are not interested in learning to read and write in their native language.

Beginning ESL

Description

This course, for learners who can read and write the Roman alphabet but have low oral English skills, focuses on basic survival oral English, such as greetings, telling time and dates, interacting with family and in the workplace. It includes a limited amount of reading and writing and also may include U.S. culture and basic grammar. Basic ESL classes are often offered at community colleges, public schools, churches and community-based organizations.

Benefits

Learners develop basic communication and literacy skills for daily living and the necessary base for citizenship test preparation.

Challenges

Very little Beginning ESL course content is directly relevant to the English needed for citizenship. Also, the course may not include much language content relevant to elders.

Advanced Beginning/Intermediate/Advanced ESL

Description

These courses, commonly offered at the same locale as Beginning ESL, further develop the learners' oral and literacy skills. Some citizenship education programs recommend learners enroll concurrently in an ESL class at the appropriate level along with their citizenship class.

Benefits

Learners increase their overall communication skills, enhancing their ability to respond flexibly to questions at the citizenship interview.

Challenges

The citizenship test requires specific vocabulary and interview skills not necessarily covered in a generic class.

Basic English for Citizenship

Description

This course, generally for learners with little to no English, focuses on the English needed for the citizenship test and interview. Instead of learning the vocabulary for shopping, students learn vocabulary from the N-400. It is generally a prerequisite to entering an ESL/Civics or Citizenship Preparation course.

Benefits

The content focus is directed toward the learner's goal of passing the citizenship test.

Challenges

Citizenship in itself does not hold enough meaning to be the entire content focus of a beginning ESL class. Some programs address this by adding content or special programs of interest to elders.

Citizenship ESL and Native Language Citizenship

Description

These two courses are generally offered in conjunction. The instructor teaches the language for the interview and civics test in the native language in one course. The same content is reinforced in English in the Citizenship ESL course. Native Language Citizenship may be offered independently for those eligible to take the test in their native language.

Benefits

Learners can better understand the important concepts of history, civics and interviewing in their native language. This assures comprehension as learners can get any questions clarified in their native language. The class can also include discussion of cultural concerns.

Challenges

The ESL and civics classes must be coordinated to assure that concepts are taught at the same time as the language. Also, learners tend to master the content in their native language much more quickly than their ability to express it in English. This may lead to inadequate test preparation.

ESL/Civics

Description

This course combines ESL and civics so that the learners learn civics content and English language skills simultaneously. Classes are offered at levels ranging from beginning through advanced intermediate.

Benefits

This course most closely reflects the actual test, an English test with civics and N-400 content. It develops English skills through the content of the interview.

Challenges

Learners may only have a superficial understanding of the civics content because it is taught in English. Lack of English oral skills make in-depth discussions difficult.

Citizenship Preparation

Description

This course focuses on the content of the interview and civics test. Since it focuses on content rather than language skills, learners must possess intermediate English oral and literacy skills. Learners in a citizenship preparation course are encouraged to simultaneously attend an ESL class.

Benefits

Learners who are self-motivated and have appropriate English skills become prepared for the citizenship test in a focused course.

Challenges

In spite of their higher English level, most learners require some ESL.

Interview Preparation Crash Review

Description

This is generally offered as a refresher workshop review class for learners just called for their interview. Since there is often a long gap between classes and the interview, the crash course offers a needed review.

Benefits

The Interview Preparation Crash Review offers a quick review and morale booster prior to the interview. Learners thus feel more prepared going into the interview.

Challenges

Some learners need more extensive preparation than is provided in the crash review. Since applicants are given brief notice prior to their interview, it is difficult to schedule courses to accommodate all learners.

Course Design Case in Point:

Sijelo Program, World Relief, Chicago

World Relief designed an innovative citizenship class for Bosnian refugee elders called Sijelo. In Bosnia, before the advent of TV, movies, and telephones the term "Sijelo" was commonly used to mean a social gathering. The term brings back wonderful memories for older Bosnians. In order to recruit elderly learners to the class, a pair of World Relief Bosnian and U.S. staff hand-delivered invitations to potential participants for Sijelo.

The teachers decorate a typical Bosnian living room by taking down the tables and chairs, then rolling out a big rug and setting up specially built Bosnian benches and low coffee tables in preparation for Sijelo.

Classes are designed to help the elderly Bosnian refugee acculturate and develop a social network. A social hour with Bosnian coffee and sweets is followed by instruction in U.S. culture, civics, and English. All of this is reinforced by civics-related arts and crafts activities that include laminated place mats with pictures of U.S. presidents and national monuments.

As they come to understand the importance of citizenship, the learners themselves request that more time be spent on citizenship preparation. Arts and crafts give way to more academic study.

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Course Design Case in Point:

IRCO Citizenship Program, Portland, Oregon

This citizenship program was designed for the hard-to-serve refugee elders. The curriculum is based on six hours of instruction per week. Elders themselves decide when to meet and the length of each class. In several cases, Southeast Asian elders have asked to meet for six hours on Sunday. By not interfering with their weekday obligations and giving them an entire day to focus on citizenship, it was found that learners make the same rate of progress as in courses that meet several times a week.

Instruction is provided by both an ESL literacy expert and a bilingual teacher. The literacy teacher has specialized training in ESL and the Riggs Method of literacy instruction. Learners associate sounds with letters, then proceed to letter combinations and finally to words and sentences. The bilingual teacher is from the same ethnic group as the learners and fluent in their language.

Each week the six hours of instruction is divided into six sections. The ESL literacy instructor teaches an hour of literacy and an hour of English vocabulary. The bilingual instructor teaches an hour of history/civics, an hour of grammar, an hour on the 100 questions and N-400 questions, and an hour that can be used according to the needs and interests of the learners.

In response to learner requests, IRCO has regular guest speakers on topics suggested by the learners. Topics have included breast cancer, domestic violence, getting food stamps reinstated, and low-income elderly housing.

Citizenship classes are part of a complete package of services that IRCO maintains are necessary to appropriately serve elder refugees. Their staff also includes a case manager who tracks individual cases and works with doctors to appropriately complete disability waivers. Teachers work with case workers to identify problems that may qualify learners for a disability waiver. They also have a BIA Accredited Representative on staff who handles applications and accompanies the elderly to their interviews.

IRCO has made a number of adaptations to their program as it has developed. Most notably they have extended the hours of instruction. In the future, they hope to have a class that focuses exclusively on English literacy prior to actual citizenship instruction.

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LOCATION AND SCHEDULE

Where should classes be held?

Elders often prefer to attend a class in a location that is familiar and close to home. Ideal class locations include:

- learner's neighborhood;
- senior apartment complex;
- senior center or senior meal site;
- local religious institution; and
- buildings with adjacent parking lots and wheelchair accessibility.

What are key classroom design considerations?

A class for elderly learners should:

- be well-lit with no glare;
- have good acoustics;
- have sufficient space for writing and classroom materials;
- have sufficient space between desks and in the aisles to accommodate learners with wheelchairs, canes or walkers;
- have adequate heat during cold weather, cooling during hot weather, and ventilation throughout the year;
- not have stairs or be multi-leveled;
- utilize non-slip surfaces and not have scatter rugs or other items that might pose a danger of falling or tripping; and
- contain comfortable chairs that fit easily at a table and provide firm back and arm support. Classroom chairs should either allow feet to touch the floor or come equipped with foot rests. Chairs should be sufficiently large so as to accommodate learners of all sizes.

In addition, classrooms for the elderly should be situated close to bathrooms and buildings should have accessible bathrooms with grab/hand rails. Bathrooms should be located near the building entrance or elevator (not at the end of a long hallway) and on the ground level.

What time of day should classes be offered?

Many elders prefer morning classes. However, sleep disturbances and insomnia often make it difficult to arrive as early as 9:00 a.m. Some programs offer a package that includes class, lunch and other social activities. Other considerations include transportation availability and elder responsibilities at home.

How frequently should classes meet?

Citizenship classes can be offered anywhere from one to five times per week. Meeting on consecutive days helps build language skills and also aids memory retention. However, attending class more than one time a week is difficult for busy learners or for those who have to travel a great distance.

For how long should each class meet?

Most programs offer classes of about two hours. Longer classes are physically more difficult for elders. However, learners with busy schedules or transportation difficulties may prefer a longer class with frequent breaks.

For how many hours should a given course last?

The length of courses varies. Refresher courses may meet only once, whereas beginning citizenship courses may meet more than 200 hours. Some programs require sequential courses to prepare learners for the citizenship test. Others offer only one class which learners repeat until they are adequately prepared. The latter model may be discouraging for slower learners as they see other learners surpass them. Also, the course may not offer sufficient attention for those with lower levels of English oral and/or written proficiency.

How much time is required to be test ready?

Elder preparation time varies from two months to five years depending upon the individual's educational background, physical and psychological health. Some refugee programs start preparing elders for citizenship from the time they arrive in the U.S. There are educators who believe that some elders will not be able to learn sufficient English to successfully pass the citizenship test, no matter how long they study or in what manner instruction is conducted. This may be the result of undiagnosed learning disabilities, traumatic experiences or physical problems for which there is not a sufficient basis to diagnose a qualifying disability for a waiver. At the present time there is no research to support this contention.

Class Location Case in Point:

Buddhist Temple, Silver Spring, Maryland

The Buddhist Temple provides an excellent setting for citizenship classes catering to elderly Cambodian, Vietnamese and Chinese refugees. The refugees relax and learn well in this setting because it brings back pleasant memories of life in their home country. Many class members get rejuvenated through prayer during class breaks.

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CLASSROOM DEMOGRAPHICS

What kind of class composition is preferable?

Citizenship class demography varies tremendously. Some classes include learners in all age groups; others only the elderly. Some classes are composed of elderly students from the same ethnic background; others serve learners from diverse backgrounds.

There are pros and cons to each composition. Classes comprised of differing ethnic groups enable learners to practice English more readily in order to communicate with each other. But these classes can not use bilingual instruction as a teaching tool.

Some elders prefer taking a class with other elders because the class can focus on the elders' concerns and problems learning English and civics. Others are more comfortable learning in an age-diverse setting where they do not feel segregated because of their age.

Instructors in classes with learners from diverse backgrounds often find it helpful to have their learners share experiences from the native country, their journey to the U.S., and their life in the U.S. This helps the class bond together while dispelling stereotypes.

In multi-ethnic classes where one linguistic/ethnic group is in the majority, learners can develop guidelines to make all class members feel welcome. Suggestions include limiting the time and place the dominant native language is spoken.

When all learners speak the same language, the teachers needs to create realistic situations for learners to practice English. English speaking volunteers provide many possibilities for practice.

How many learners should be in a class?

Ideally classes are limited to 10-15 learners to enable the teacher to cater to the learners' individual needs. However, one program reported success with a large multilevel class in which advanced learners served as mentors for beginners, building self-confidence and inspiring a sense of camaraderie.

RECRUITING AND RETAINING LEARNERS

How should potential learners be recruited?

There are many possible recruitment strategies that can be used depending on the specific characteristics of the targeted population.

- Advertise in ethnic media: radio, newspaper, and television.
- Post announcements in places elders and their families gather, e.g. senior centers, religious institutions, food banks, grocery stores, video stores, banks, apartment complexes, social service offices, laundry services.

- Go to the places elders and their families gather. Network and develop personal relationships with potential learners.
- Announce classes during religious services, at church, synagogue, temple or mosque meetings. Place class announcements in congregations' bulletins.
- Obtain names and addresses of refugees from the sponsoring agencies and establish personal contact. This is a time consuming process, but it helps build rapport and trust.
- Hold a forum and sign up session for citizenship classes at the homes and/or apartment buildings where a large concentration of seniors from the targeted group live.
- Encourage current and previous learners to tell others about your program.
- Develop relationships with other service providers where targeted constituents may seek service and ask them to make referrals, e.g. mental health, social services, and physician's offices.
- Get referrals from agencies that fill out naturalization applications.
- Network with ethnic community leaders and ask them to help recruit learners.
- Advertise support services that make the citizenship learning process easier, such as free transportation to classes, application assistance, and free lunches.
- Post notices in the public libraries.
- Gain support from ethnic community leaders to make referrals.

Recruitment Case in Point:

IRCO Citizenship Program, Portland, Oregon

At IRCO professional outreach workers from ethnic constituencies target potential clients in their communities. These outreach workers know that it takes months to convince elderly refugees to enroll in classes. Nevertheless, they persist, regularly contacting potential students and listening to their concerns. But persistence pays off as most elderly agree to enroll in citizenship classes.

To further cement the learner's commitment, small groups of four to five students are recruited for each class. A staff person from IRCO gets them to agree on a time and location for class. IRCO helps the elders negotiate among themselves. Making choices is often scary, but in this process students learn to make commitments to the program and each other.

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What helps retain learners in a citizenship program?

Because it takes many elders a long time to become test ready, they are easily discouraged by their slow progress. External demands and poor self-confidence can easily distract them from continuing their studies. One of the most important retention factors is the quality of the instruction. The teacher needs to make class fun and interesting and keep learners motivated and hopeful. Social activities and support services, described later in detail, also make a critical difference. In addition, there are a number of techniques that help keep students engaged in the learning process.

- Make follow-up phone calls when learners miss class.
- Be flexible in attendance requirements, especially with learners who have physical or mental problems.
- Include learners' interests and life stories as part of the English class content. Also, let learners talk about issues and concerns in their lives for a short period of each class.
- Provide bilingual support in-class.
- Provide formal recognition for achievements.
- Develop relationships with family members and get them to help support and motivate the learner.
- Provide a sequence of classes to which learners can be promoted.
- Encourage learners to stay in class even after they have successfully completed their interview. This provides motivation to those still studying and an in-class expert on the process. It also encourages learners to see citizenship as the first step in the ongoing process of learning.

Retention Case in Point:

Bosnian and Herzegovinian American Community Center, Chicago

Teachers keep English class exercises interesting by incorporating information about each learner's life and interests into the exercises. This information is obtained from the new learners' bilingual caseworkers. The refugees actually learn English by using personal examples from their lives. The result: studying English becomes more interesting and relevant.

Retention Case in Point:

Little Havana Activities & Nutrition Centers, Miami

This largely Cuban program employs a culturally appropriate incentive plan that includes rewards, gifts, raffles and parties to motivate students.

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What social activities enhance learner satisfaction?

Citizenship classes give many elders their only opportunity to socialize outside the home. Social contact, in fact, is the prime reason many elders come to class. It is not uncommon for elderly students to arrive an hour early or leave two hours after class has concluded. Social time is an effective way for learners to build strong relationships among one another for mutual support. Recognizing this, many citizenship programs offer additional educational, cultural and social services for senior learners. These may include field trips, holiday celebrations, dances, lectures, and games. Topics may be citizenship-related as well as special interests of the elderly learners that have no direct relationship to citizenship.

What support services enhance learner success?

Effective elderly citizenship classes provide in-kind goods and support services or network with related agencies to provide such services:

- free transportation and/or reimbursement of transportation costs;
- free course materials, such as textbooks, pencils, and notebooks;
- free culturally appropriate lunches, suitable for elderly learners who are on low salt, low fat, or low sugar diets;
- bilingual caseworker support;
- childcare for grandchildren and other children for whom elders have responsibility;
- legal assistance with the N-400 Application for Naturalization, N-648 Medical Certification for Disability Exceptions, change of address form, petitions for family members;
- transportation and escort for fingerprinting and the INS interview;
- advocacy with INS on application problems, e.g. long delays;
- financial assistance in paying INS fees or applying for a fee waiver;
- counseling and advice on how to obtain public benefits;
- aging and health services;
- mental health services and/or support groups;
- other classes and workshops of interest to elders in subjects such as arts and crafts and stretching.

LEARNER INTAKE AND ASSESSMENT

What should the learner intake include?

Potential learners should be screened for English ability through a bilingual intake interview. The purpose of the intake interview is to determine if the potential learner is eligible for citizenship and has the English skills necessary to participate in the agency's citizenship preparation program. It helps to match the future citizen with the most appropriate class. The intake interview also identifies and resolves barriers which could impede the new learner in successful test preparation.

Information collected depends on funders' requirements, internal agency policies, confidentiality issues, and information needed for classroom instruction.

Intake interview information often includes the following:

- ✓ Name, address and phone number
- ✓ Date of arrival in the U.S.
- ✓ Name of resettlement agency
- ✓ Emergency contact
- ✓ Familial relationships
- ✓ Chronic medical/psychological problems
- ✓ Medications
- ✓ Level of education in native country
- ✓ Previous ESL classes
- ✓ First language literacy
- ✓ English proficiency
- ✓ Other languages
- ✓ N-400 completion
- ✓ Reason for naturalization
- ✓ Transportation needs
- ✓ Public benefits received

How should English proficiency be assessed?

Learner English assessment often takes place during the intake interview. Determining the elders' English reading, writing, listening and speaking levels enables the teacher to assign the learner to appropriate classes. Knowing individual learners' proficiency levels also helps in planning classes, monitoring learner progress, and assigning learners to pairs or small group work.

Assessment Instruments

Some programs use standardized or custom-designed tests, while others employ a professional ESL teacher to conduct an informal evaluation of the learners' oral and written skills. A formal test provides more detailed information about a learner's reading, writing, listening and speaking skills.

The New York State (NYS) Placement Test

The NYS Placement Test for "English as a Second Language for Adult Students" tests listening and speaking ability. It is an oral, one-on-one interview that takes approximately 5-15 minutes to administer. There are three sections: Oral Warm-up, Basic English Literacy Screening, and Oral Assessment with Pictures. Student responses are rated on a scale of 0-2 and recorded on an answer sheet. The test and videotapes for the training of test administrators are available from:

Albany Educational TV
27 Western Avenue
Albany, NY 12203

(518) 462-7292
Fax: (518) 462-7104

BEST Oral and Literacy Tests

The Basic English Skills Test (BEST) Literacy test is a group-administered test that measures learners' ability to read and write English in the context of various life-skill situations. The Best Oral Interview Skills Section (Core Test) assesses basic listening and speaking. It is an oral, one-on-one interview. The scores for the Oral and Literacy tests correlate to Student Performance Levels (SPL) of English proficiency based on refugee-specific language research. Test materials are available from:

Center For Applied Linguistics
1118 22nd Street, NW
Washington, DC

(202) 429-9292
Fax: (202) 659-5641

Customized Tests

Many organizations develop customized assessment instruments that specifically assess information needed for citizenship. A customized assessment instrument developed by the Adult Learning Resource Center is found in Attachment A. For further information, contact:

Adult Learning Resource Center
1855 Mt. Prospect Rd.
Des Plaines, IL 60018

(847) 803-3535
Fax: (847) 803-3231

The New York State Education Department recently unveiled a new Native Language Literacy Screening Device (NLLSD) to help practitioners assess the native language literacy level of learners. Information gleaned can assist with placement and instructional design to meet learners' needs. The NLLSD contains 27 language versions of the screening device. An administrative protocol that offers suggestions both for using the device and interpreting its results is also included. A limited number are available free. Additional copies sell for $15.00 plus shipping. To order, call: (877) 212-8024.

How should learner progress be evaluated?

A pre-test and post-test of English and citizenship give the teacher and program important data on how much the learner progressed during the class. This can be the same test used at intake or a different instrument. The post-test also gives information as to the learner's test readiness. For many elderly learners one course is insufficient in preparing them adequately for the test.

During the course, instructors need to monitor learner progress closely to make certain the learner understands the material. Means of monitoring include assessing classroom performance and classroom activities, periodic quizzes, and conferences with learners to get their feedback on how they believe they are progressing.

Learner progress evaluation is important because it allows the instructor to develop an appropriate teaching style tailored to the classes' needs and identifies learners who would benefit from additional tutoring or classes. A mock interview can be used to determine if the learner has the skills to complete the INS interview at the end of the course. Maintaining contact with aspiring citizens allows program personnel to measure their program's effectiveness, and learn what transpired at the INS interview.

Sample Progress Measurement Tools

Attachment B, Practice Interview Evaluation

Attachment C, Language Development Profile

Attachment D, Citizenship Student Progress Checklist , N-400

Attachment E, Citizenship Student Progress Checklist, INS 100 Questions

What input should teachers request from learners during the course and upon completion?

Instructors should solicit learner feedback throughout the duration of the course to improve the quality of instruction in the current and future classes. The process of giving feedback also helps learners to reflect more consciously about their own learning. Information can be obtained through formal surveys, classroom discussion, and one-on-one conferences.

Sample open-ended questions:

- What did you like most about today's class? What did you find most difficult?
- What do you like about the citizenship textbook?
- Would you recommend this class to your friends? Why or why not?

Sample Survey Questions

What class activities are most helpful?

1 = a little helpful 2 = helpful 3 = very helpful

pair work	1	2	3	group work	1	2	3
repetition	1	2	3	grammar	1	2	3
reading	1	2	3	writing	1	2	3

How many hours per week do you speak English?

at home _____

with friend or neighbor _____

with family _____

in class _____

I feel prepared for the INS interview.	Yes	No	A little
I feel prepared for the history and government test.	Yes	No	A little
I feel prepared for the dictation.	Yes	No	A little
The teacher helped me when I needed it.	Yes	No	A little
I liked the textbook.	Yes	No	A little
The class was held in a good location.	Yes	No	A little
I liked the time the class was offered.	Yes	No	A little

SCORING SHEET

Part Two: Reading Assessment

Choose either the Group 1 Reading card or the Group 2 Reading card.

Group 1

A. Ask the student to say the numbers as you point to them on the Group 1 Reading card.

	Score 0	**1**	**2**
9	☐	☐	
35	☐	☐	
50	☐	☐	

Total A: ________

B. Ask the student to read the sentences aloud as you point to them on the Group 1 Reading card. Circle the words that are read correctly.

The election is Tuesday.
He has worked at the factory for two years.

Words correct B: ________

Group 2

A. Ask the student to say the numbers as you point to them on the Group 2 Reading card.

	Score 0	**1**	**2**
13	☐	☐	
4	☐	☐	
100	☐	☐	

Total A: ________

B. Ask the student to read the sentences aloud as you point to them on the Group 2 Reading card. Circle the words that are read correctly.

Monday is a holiday.
We are moving to a new apartment next week.

Words correct B: ________

Total A and B: ________

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SCORING SHEET

Part Three: Writing Assessment

Provide the student with the writing assessment answer sheet. Choose either Group 1 o Group 2 below.

Group 1

A. Ask the student to write the words as you spell them.

	Score 0	Score 1
mayor	☐	☐
justice	☐	☐

Total A: ________

B. Ask the student to write the sentences as you say them. Circle the correct words.

I live in Illinois.

Only the Congress can declare war.

Words correct B: ________

- -

Group 2

A. Ask the student to write the words as you spell them.

	Score 0	Score 1
senator	☐	☐
united	☐	☐

Total A: ________

B. Ask the student to write the sentences as you say them. Circle the correct words.

I can speak English.

The Constitution was written in 1787.

Words correct B: ________

- -

Writing Assessment Total (A & B): ________

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Practice Interview Evaluation

Student's Name____

Did the applicant...	Needs to Improve	Good	GREAT
-smile?			
-have good eye contact?			
-appear neat and clean?			
-answer questions well?			
-answer questions clearly?			
-answer questions promptly?			
-use appropriate body language to indicate understanding?			
-ask for clarifications if needed?			
-ask for repetition if needed?			
-state when didn't understand?			

OVERALL COMMENTS:____

____

____

____

Teacher-created materials developed from multiple sources.
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Language Development Profile

Citizenship Preparatory Class

Name____________________________Date____________________

Teacher's Name____

Rating Scale:

1 = Accomplished 2= Needs reinforcement 3=Not able

	Listening and Speaking Skills	**Rating**
_____	Makes an effort to understand and speak	_____
_____	Understands simple words or phrases in familiar	_____
_____	Listens for specific information	____
_____	Asks for clarification, repetition, or assistance	_____
_____	Answers simple personal questions with short phrases (application)	_____
_____	Attends class regularly	_____
_____	Can understand and use "question" words	_____
_____	Names and writes letters of the alphabet	_____
_____	Uses world map to point out country and present location	_____
_____	Ability to handle short sentences of dictation	_____
_____	Fills in simple personal information forms	_____
_____	Writes simple sentences about self	_____
_____	Demonstrates understanding of US history and civics	_____

Teacher's Comments:_______________________________________

____

____

____

____

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Citizenship Student Progress Checklist
Application for Naturalization

Mark one check ✓ when studying a section. Mark two checks ✓ ✓ when you are ready to be tested.

Form: N-400 Section...	✓ Studied	✓ ✓ Test Ready
1. Information about you		
2. Eligibility		
3. More information		
4. Residence & employment		
5. Information about marriage		
6. Children		
7. Moral character		
8. Allegiance to the U.S.		
9. Memberships & organizations		
10. If a child of a US citizen		

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Citizenship Student Progress Checklist
Application for Naturalization

Mark one check ✓ when studying the section. Mark two checks ✓ ✓ when you are ready to be tested.

Form: N-400 Section...	Studied ✓	Test Ready ✓ ✓
1. Information about you -name, address, birth date, ss#, A#		
2. Eligibility -length of permanent residence		
3. More information -date of residence, port admitted to US, sex, height, marital status, absences from US		
4. Residence & employment -addresses of where you live, where you work		
5. Information about marriage -number of marriages, names of spouses		
6. Children - full names, addresses, birth dates, citizenship, A#s.		
7. Moral character - military service, payment of taxes, past arrests, drug or alcohol addiction		
8. Allegiance to the U.S. - belief in constitution, **oath of allegiance**, defense of US, willing to bear arms		
9. Membership & organizations -names, locations, dates & nature		
10. If a child of a US citizen -basis for citizenship		
11. Signature -swear all information is true & correct		

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CITIZENSHIP
STUDENT PROGRESS CHECKLIST
INS 100 QUESTIONS ✔

check ✔ studied **check ✔✔ test ready**

1. ___
2. ___
3. ___
4. ___
5. ___
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96. ___
97. ___
98. ___
99. ___
100. ___

U. S. Flag
U.S. Hist
President
Constitution
Congress
General government
Branches of governmen
Supreme Court
Early History
Bill of rights
Who
General information

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CITIZENSHIP
STUDENT PROGRESS CHECKLIST
INS 100 QUESTIONS ✓

check ✓ studied **check ✓✓ test ready**

1. ● ___
2. ● ___
3. ● ___
4. ● ___
5. ● ___
6. ● ___
7. ● ___
8. Π ___
9. ✕ ___
10. ✕ ___
11. ✕ ___
12. ✕ ___
13. ↔ ___
14. ⟍ ___
15. ⟍ ___
16. ☐ ___
17. ☐ ___
18. ☐ ___
19. ◡ ___
20. ◡ ___
21. ◡ ___
22. ◡ ___
23. ⬍ ___
24. Ψ ___
25. Ψ ___
26. ⬍ ___
27. ⬍ ___
28. ⬍ ___
29. ⬍ ___
30. ⬍ ___
31. ⬍ ___
32. ⬍ ___
33. ⬍ ___
34. ⬍ ___
35. ⬍ ___
36. ⬍ ___
37. Ψ ___
38. ◡ ___
39. ◡ ___
40. Π ___
41. ⟍ ___
42. ☐ ___
43. ⬍ ___
44. ☆ ___
45. ☆ ___
46. ✕ ___
47. ✕ ___
48. ☐ ___
49. ⟍ ___
50. ✱ ___
51. ☐ ___
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66. ☐ ___
67. ⬍ ___
68. ⟍ ___
69. ✕ ___
70. ☐ ___
71. Π ___
72. Π ___
73. ✕ ___
74. ☆ ___
75. ☆ ___
76. ○ ___
77. ⬍ ___
78. ◡ ___
79. ⟍ ___
80. ◡ ___
81. ○ ___
82. Π ___
83. ⬍ ___
84. ○ ___
85. ◡ ___
86. Π ___
87. Π ___
88. ⬍ ___
89. ☐ ___
90. Π ___
91. ☐ ___
92. Π ___
93. ☐ ___
94. ⟍ ___
95. ☐ ___
96. ☐ ___
97. ⬍ ___
98. ⬍ ___
99. Π ___
100. ✱ ___

● U. S. Flag
✕ U.S. Hist
☐ President
◡ Constitution
⬍ Congress
✱ General government
Ψ Branches of governmen
⬍ Supreme Court
☆ Early History
○ Bill of rights
⟍ Who
Π General informatio

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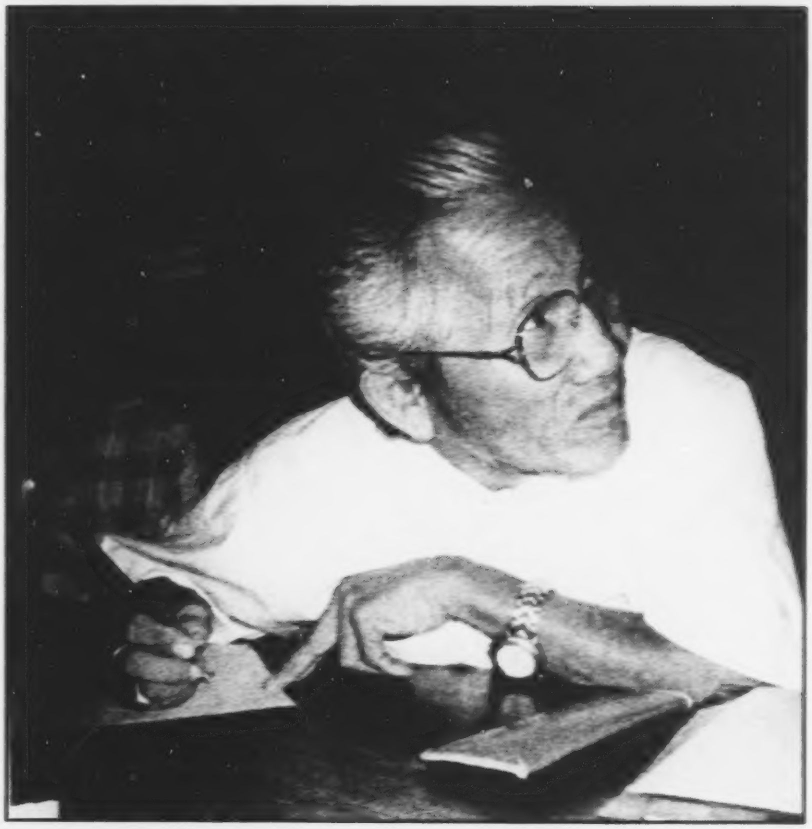
Chapter Five

Curriculum

In this Chapter:

- Curriculum Competencies
- Course Outline
- Lesson Plans



A curriculum provides critical direction for instruction. This chapter addresses core curriculum components: curriculum competencies, course outline topics, and lesson plans. Two other elements of a curriculum, assessment and evaluation instruments and instructional materials, are covered in Chapter 4 and Chapter 7 respectively.

CURRICULUM COMPETENCIES

Curriculum Definition

The term curriculum has many definitions. In citizenship education it refers to a document listing competencies that learners will be able to do upon completion of the course; the course content; the order in which the content is to be taught; key resources such as textbooks; assessment/evaluation instruments; and sample lesson plans.

The scope of the content covered must take into consideration the English proficiency and citizenship-related knowledge that learners possess prior to taking the class. The curriculum for a course targeted at learners who know little English will emphasize language skills development.

The sequence of the content should build on previously presented information. Citizenship content and English language skills are regularly reviewed in different contexts.

The teacher transfers the curriculum into daily lesson plans. If learners are having difficulty with a particular topic, the teacher often temporarily departs from the curriculum to help learners master the area of difficulty.

Elderly Citizenship Curricula

IRCO Citizenship Curriculum, IRCO, 1336 E. Burnside St., Portland, OR 97214, (503) 234-1541, Fax (503) 234-1259. This text was developed for nonliterate and low literate citizenship elderly learners using the Riggs phonics approach in which learners are taught 70 sound/letter combinations.

Maryland Citizenship/English Curriculum, Mentje Westerbeck, Baltimore City Community College, Division of Continuing Education, 6000 E. Lombard St., Baltimore, MD, 21202, (410) 986-5432. This consists of three levels and a refresher workshop developed for a literate elderly Former Soviet Union population using *Voices of Freedom* and *Side by Side.*

Citizenship Competencies

The following section lists the competencies that learners must achieve in order to pass the citizenship test. A course targeted to learners with little or no English would include additional English and literacy competencies.

- Follow basic instructions, such as, "come with me, stand up, raise your right hand, sit down."
- Understand and be able to respond to the truth oath. "Do you promise to tell the truth?" "Yes, I do."
- Respond appropriately to questions related to the oath and its implications, e.g. "An oath is a promise to tell the truth."

- Respond appropriately to questions about identification, e.g. "Here is my green card, my driver's license, and my passport."
- Use appropriate strategies to ask that the officer comply with requested special accommodations, e.g. "I can not hear well. Please speak loudly."
- Request due consideration in how the interview questions are phrased with formal letter of request, e.g. "Please read my letter. I went to school only two years in my country, and I am 70 years old."
- Respond appropriately to questions about everyday life such as questions concerning travel, weather, sports, clothing, and health.
- Respond appropriately to questions about the aspiring citizen's reason for naturalization and the purpose of the INS interview.
- Respond appropriately to "who, what, where, how, when, why" questions from the N-400.
- Respond appropriately to yes/no questions from the N-400.
- Respond appropriately to tag questions from the N-400, e.g. "You're married, right?"
- Use appropriate strategies when something is not understood, e.g. "Can you repeat that please?", "Can you repeat that in different words?"
- Use appropriate strategies when time is needed to think about the answer, e.g. "I think I know the answer. Let me think..."
- Respond appropriately to the INS 100 questions for naturalization.
- Write one or two dictated sentences about everyday life and U.S. government and history (content varies).
- Read short passage from INS history and government text or other source (content varies).
- Sign name and date on oath of allegiance when asked.
- Sign name in margins of photos when asked.
- Respond appropriately to information about testing results.
- Request assistance from an INS supervisor when appropriate, e.g. "May I speak with an INS supervisor, please? I have a question."

English Competencies

This is a brief sample of the many English competencies that may be included in a citizenship curriculum. These are excerpted from *ESL/Civics Integration: A Guide for Curriculum Development and Lesson Planning*, Center for Adult Education, San Francisco State University Foundation, California Department of Education, Sacramento, 1990. For a complete list of CASAS competencies, see www.casas.org/01AboutCasas/01/Competencies/html

Competency	**CASAS Competency Number**
Introduce oneself. ("I'm Ann.")	0.1.3
Give and respond to simple greetings and farewells. ("Hello, how are you?" "See you later.")	0.1.3
Excuse oneself politely. ("I'm sorry.")	0.3.1., 0.1.4
State weather conditions. ("It's cold.")	0.1.3
Identify self. (first/last name, address, telephone number, birthdate, birthplace, age, marital status and occupation)	0.2.1
Spell own name and address.	0.2.1
Indicate which of own names are first, last, and middle.	0.2.1, 0.3.1, 4.1.2
Copy basic personal information (name, Social Security Number, age, sex, address) on a variety of simplified forms.	4.1.2
Identify immediate family members.	0.2.1
Identify parts of the day. (morning, afternoon, evening, night)	2.3.0, 2.3.1
Read clock time on the hour and half-hour and write. (digital time)	2.3.1
Identify a specific date on the calendar. (may be a holiday)	2.3.0, 2.3.2, 2.8.2

COURSE OUTLINE

A course outline lists the content and the sequence of presentations to a given class. The outline should take into consideration the amount of time allotted for the course, the English proficiency of the learners, and any other special considerations.

Grammar Content

Learners should be familiar with the following points of grammar:

"wh" questions	Who? What? Where? Why? How? How Many? How long?
tag questions	You still live at 54 Main Street, right?
singular/plural nouns	100 senators, 13 colonies, three children
articles	the president, the Constitution, the U.S.
prepositions	The president lives in the White House.
"to be" present tense	What is your name? My name is Cho.
"to be" past tense	George Washington was the first president.
simple present tense	How many children do you have? I have two.
simple past tense	Where did you go? I went to Canada.
object pronouns	Show me your identification.
possessive adjectives	What is your address? 54 Main Street.
imperatives	Sit down.
modal verbs	Do you speak English?
present perfect tense	Have you ever been arrested?

Basic Literacy

sight word recognition	White House
basic phonics	name, number, New York
cardinal numbers	first amendment, July 4th
ordinal numbers	area code 773-448-9893
dates	July 4, 1776

signature	Sign your name here.
initials	Initial here.
printed name	Print your name here.

General Citizenship Information

eligibility requirements	You must be at least 18 years old.
citizenship process	INS will mail you an interview notice.
benefits of citizenship	You can vote in all elections.

Interview Strategies

requesting repetition	Can you repeat that more slowly?
requesting rephrasing	Can you say that again in different words?
expressing lack of understanding	I'm sorry. I didn't understand.
buying time	I know the answer. Let me think for a minute.

Small Talk

weather	How's the weather? Is it still raining?
transportation	How did you get here today?
health	How are you feeling?
food	What did you eat for dinner last night?
colors	What color is your dress?

Personal ID Questions

Can I see some person identification? A driver's license or state ID, passport or refugee travel document and green card or permanent resident card.

Reading (content varies by INS district and sometimes among officers)
Read this sentence. Read from this page. Read this paragraph.

Dictation (content varies by INS district and sometimes among officers)
Write the following sentence.

N-400 Questions

personal information: name, address, phone number, birth date

family members

work

immigration status

good moral character

criminal record

allegiance to the U.S.

Topics from the 100 Questions

U.S. Flag

pilgrims

Revolutionary War/ independence

George Washington

Constitution

Bill of Rights

Star Spangled Banner

Lincoln and the Civil War

World War II

United Nations

Martin Luther King

federal government: executive/legislative/judicial branch

voting

state and local government

N-400

LESSON PLANS

Teachers develop lesson plans for every class session. This lesson plan pinpoints the material to be covered during a particular class and also acts as a reference point for progress on the course outline. Some teachers prefer a general sketch while others go into great detail.

The following piece is excerpted from *Entry into Citizenship Teacher's Guide* by Aliza Becker and Shash Woods, NTC/Contemporary, 2000.

Lesson Plans

Description

A lesson plan is a map of how you anticipate your class will proceed. It is a script that allows you to orchestrate the drama of learning.

Reason

Planning allows you to think big: how each class fits into the big picture of your course objectives. Planning also allows you to think small: visualize which small steps will make up each class. While you are away from the immediate demands of the class, you can reflect and customize your lessons to meet the needs of your particular group of learners. Because you have worked out the design prior to the class, when you are teaching you can give students your full attention and really notice how they are progressing. Lesson planning will add immensely to the quality of your instruction and your own pleasure in teaching.

Components

Lesson Content: Each lesson is built on objectives that teach the content knowledge needed to pass the citizenship test and interview in the learners' INS district. Additional content may include civic participation or cultural knowledge.

Test/Interview Content: The components of the test and interview in most INS districts are:

100 INS Citizenship Test Questions

Interview including answering questions on N-400, Application for Naturalization, Dictation, and Reading

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English Language Skills: Students will need certain English language skills to both learn the test/interview content and to be able to show they know it: to perform successfully in English to pass the test. ESL skills may include specialized vocabulary, writing sentences, reading questions and/or a passage, listening to and appropriately responding to the INS officer with words or actions during the interview. Learners will also need strategies to respond when they don't understand or aren't quite sure what to do. These strategies may also include both verbal and physical responses.

Language skills are generally embedded into the content. For intensive practice you can pull them out and then re-integrate them. For example, you can review the past tense with a transformation drill (I am sad/ I was sad); have students fill in civics sentences that use the present or past tense, give them questions that require them to understand the past tense and finally give them dictation sentences in which they write the past tense.

Activities: Activities provide content knowledge, and allow students to demonstrate the acquisition of content and to practice their English skills.

Sample Sequence

1. **LEARN**: Students learn new information best when they can relate it to what they already know. Activity Examples: Ice-breakers, physical objects (the flag), questions about related issues in students' native country, demonstrations.

2. **PRACTICE**: Present activities in sequence from receptive, e.g. listening, to productive, e.g. speaking. Language practice should integrate listening, speaking, reading, and writing as appropriate. Activity Examples: Audio and videotapes, mini-lectures, scripted dialogues, reading passages, cloze exercises, index card matches, concentration, BINGO, mock interviews, role plays, trips to government offices.

3. **EVALUATE**: Plan activities that allow you to evaluate how much previously presented material students have learned. Activity Examples: scored mock interviews, posters of timelines of the history of students' native country and U.S. history, completed map of 13 colonies.

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4. **REVIEW**: Every class should have practice activities that allow for review. Examples: Worksheets, choral Q&A, card matches.

Issues to Consider in Selecting Activities

Learning Styles: Vary activities for different learning styles. Learners may prefer visual, hands-on, or listening activities. They may prefer to do these activities as a whole class, small group, or individually.

Differing Language Backgrounds and Proficiency Levels: If your students all speak the same language, you can plan activities that take advantage of the common language. If your students have a wide variety of English proficiency levels, plan activities with options for people at each level, e.g. more advanced students do a reading while lower level students match pictures and words. Include extension activities, e.g. assign the more advanced students an additional worksheet, or have more advanced students help others. Also include activities with separate roles for students at each proficiency level. For example, the more advanced student role-plays a political candidate. The beginning student listens and votes.

Variety: Try to vary activities that follow one another to keep students' attention focused.

Control: Sequence from teacher-centered to more student-centered activities.

Time of Day: Students tend to have more concentration earlier in the class. Those who have worked all day may get very tired towards the end of the class. [Elders not working may still prefer earlier in the day.]

Length: Different kinds of activities require different lengths of time. Warm - ups are fast, reading and writing are slow, role plays and simulations take time, worksheets fall somewhere in between. Your teaching style and the particular students in your class will also dictate how long an activity takes.

Quantity: The amount of content you cover depends on your students' profile, their proficiency in listening, speaking, reading and writing English; their ability and amount of time available to study outside of class; other resources for learning such as tutors; any special student needs; and the structure of your course: length of each class, how often class meets, number of hours of instruction in the course.

AND ESPECIALLY....

Fun: Jokes and games encourage laughter and help students relax. When you reduce anxiety you increase learning.

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Materials

Think about what you need for each activity. You may need copies of handouts, posters, textbooks, pens, markers, an audio or video recorder, etc.

Reflection/Class Notes

After each class, note how each activity went: successes, areas for more review, what didn't get covered, as well as gains and concerns for individual students.

Sample Citizenship Lesson Plan

Day & date ______________________________

Times	Content, Activity & Objective	Materials	Notes
15 min	Warm-up Practice answering personal questions Random ball toss	Koosh ball, question list	Went well. They knew it very well. Make it harder next time.
1 hour	100 Q's earn theme Talk w/flag. Read book. Pairs card match.	Flag, book, index cards	Real flag was good. People liked card match.
15 min	Break		
45 min	Dictation: Learn color word sentences.	Audiotape, notebooks Listen. Write.	Pronunciation tape a plus. Next go beyond red, white blue.
30 min	N-400: Learn first 3 questions of section 7. Talk w/photos. Match to key words.	Photos, hand-out of form	Communist question was volatile. Took up complete text whole time. Still, probably sunk in better for that.
10 min	Quick Evaluation. Flag & Section 7	Random draw paper	80% accuracy for most.
5 min	Review. List vocabulary: colors, name, address, flag. Remind to study for BINGO next week.	Write on board.	People seem to appreciate review. Literacy level students took another chance to copy.

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Elder Curriculum Case in Point:

Learners Lives as Curriculum, Gail Weinstein

I love my grandchildren very much. I am learning English so I can talk to my grandchildren. But I also want them to understand a little Chinese. I think every language is useful!

–Susan Yin, age 71

My name is Berthing Suclla. I am from Peru. I have been in the United States for 8 years; 3 years in Los Angeles and 5 years here in San Francisco. When I came here to San Francisco I decided to study English in order to take the citizenship test. I have been studying at this school for 3 years. I am all ready. My test is next weekend. On June 3rd, I will go to immigration. I am a little nervous, but I am well-prepared thanks to my teacher.

I'm happy to learn how to answer all the questions for the citizenship test– to tell about the history of the United States and about myself, too. Citizenship is very important to me. When you are a citizen it's important to vote, for example, and I can't vote if I'm not a citizen. Also, the American passport is very important. When I travel to other countries, when the border control look at my American passport, I will be treated differently. Also, you can bring in relatives to the United States.

–Berthing Suclla, age 68

Learners' Lives as Curriculum is a curriculum model developed by San Francisco State University professor Gail Weinstein that has shown great promise with elder learners. The process emerged from efforts to develop curriculum and materials that speak to learners' most pressing concerns.

The curriculum model begins with the creation of a "learner text." During class learners talk and write about their personal experiences and memories. The material developed from these sessions includes stories, folktales, paragraphs, interview transcripts and comments made during class sessions. The teacher then selects materials from the elder's experiences to become the basis for lessons and thematic units.

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Next, the teacher conducts a lesson developed around the "learner text" which fosters language skills development while beginning the community-building process. The lesson consist of four components: reading and responding to text; mastering the language of the text; generating new language; telling new stories; and comparing personal experiences of other learners for reflections and/or action.

Finally, the teacher creates a thematic unit developed from a series of lessons around a common theme of importance to the learners. A thematic unit consists of learner texts and specific activities revolving around a related set of topics. In addition to the lesson, it includes:

- analyzing language use for a specific context (linguistic content);
- setting goals and identifying competencies to be pursued;
- remembering the past and comparing it with the present;
- generating new texts;
- pursuing a collective research or problem-solving project;
- assessing movement toward linguistic and nonlinguistic goals.[1]

The framework for *Learners Lives as Curriculum* has been documented in a how-to manual and videotape entitled, *Learners Lives as Curriculum: Six Journeys to Immigrant Literacy* available from Center for Applied Linguistics/Delta Books, (800) 323-8270. Gail Weinstein also offers distance learning courses in the framework. For information on upcoming courses contact Weinstein at gail@sfsu.edu

This model is now being used to develop curriculum for elders in two volunteer programs that serve elderly at San Francisco State University (SFSU). Project SHINE (Students Helping in the Naturalization of Elders) is a community-service learning project at SFSU in which students work in citizenship classes through the San Francisco City Colleges. Project SAIL (Students Assisting with Immigrant Literacy) students work in ESL, literacy and family literacy classes. In the future, Weinstein hopes to replicate this model in a larger delivery system such as community colleges.

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Chapter Six

Instruction

In this Chapter:

- Citizenship Teachers
- Volunteers
- Low-Literate Learners
- Dictation Exercises
- Citizenship Activity Suggestions
- Cultural Issues

This chapter explores issues involved in recruiting and training teachers and tutors, professionals and volunteers. The chapter concludes with instructional activities recommended by teachers working with the elderly and a list of cultural issues they have encountered.

CITIZENSHIP TEACHERS

An interest on the part of language and literacy teachers in the experiences of elders and a genuine belief in the wisdom of their years, creates the potential for respectful exchange and mutual learning. [52]

– Gail Weinstein, San Francisco State University

Job Description

Programs should define the scope of the teacher job description prior to hiring to better identify appropriate candidates. Teachers may be called on to fill a number of responsibilities including instruction, program development, and support services. Teachers should never give specific legal advice or fill out legal forms for students. The responsibilities listed are a representative sample.

- Teach courses in ESL Literacy, Citizenship Preparation, etc.
- Develop daily citizenship lesson plans.
- Follow citizenship program curriculum and/or course outline.
- Administer initial English assessment at intake.
- Administer pre- and post-tests.
- Provide ongoing assessment and final course evaluation of learners.
- Incorporate ESL techniques for appropriate language development.
- Provide individual tutoring and/or referral for special needs learners.
- Identify students with learning disabilities for further assessment.
- Make appropriate legal and support service referrals.
- Cooperate closely with caseworkers to help learners successfully naturalize.
- Attend ESL and citizenship training sessions and networking activities.
- Perform other responsibilities as assigned.

Teacher Qualifications

A number of qualifications for teachers may be included in selection criteria. The weight given to qualifications varies with the course description, e.g. Native Language Citizenship or ESL/Civics, and the constituency targeted. For example, those with lower English proficiency often prefer a bilingual teacher.

Criteria include the following:

- M.A. or Certificate in TESOL (Teaching English to Speakers of Other Languages) or Linguistics;
- from the learners' ethnic group;
- teacher certification from the U.S. or another country;

- ESL teaching experience;
- adult teaching experience;
- experience teaching children or youth;
- courses in social work or related subjects;
- knowledge of the learner's native language or a language in addition to English;
- advanced English skills (for non-native speakers);
- bi-cultural;
- great amounts of patience;
- understanding of adult learning and second language acquisition theory;
- understanding of learning styles theory;
- familiar with methods to develop second language literacy.

Teacher Recruitment

Teacher recruitment positions can be advertised in mainstream and ethnic media and posted at organizations, such as:

- community agencies with citizenship programs;
- master's and certificate programs in TESOL, English and Linguistics;
- state board of education offices;
- adult education schools;
- teacher training facilities;
- immigrant service and advocacy agencies.

Instructional Staff Professional Development

The professional teaching staff requires training prior to instruction and also while teaching. In some metropolitan areas, adult education trainers offer regular workshops, in other areas they must be offered in coordination with other agencies or in-house. Due to the high turnover among citizenship teachers, there is an ongoing need for staff training.

Initial training topics should be selected to balance out where new teachers lack expertise:

- the citizenship process;
- citizenship eligibility;
- issues in working with the elderly;
- adult learning strategies;
- ESL techniques;

- citizenship test preparation;
- citizenship empowerment strategies.

Since instructors must possess up-to-date information on test administration in the local INS district, ongoing staff development is crucial. Staff development helps instructors improve the quality of instruction and assist learners with special needs. It also helps keep instructor morale high.

There are a number of ongoing staff development options:

- citizenship educator peer groups;
- citizenship committees of immigration advocacy organizations;
- specialized citizenship training;
- intermediate/advanced ESL workshops;
- ESL and adult educator conferences.

Mentoring is another staff development technique that enhances both initial training and ongoing staff development. By observing an experienced instructor's class, the new instructor gains an overview of citizenship classroom pedagogy. Afterwards, the teachers meet to discuss instructional issues and strategies. Shared insights enhance the quality of instruction.

VOLUNTEERS

Volunteer Teacher Aides and Tutors

Teacher aides and tutors provide individual or small group instruction within or outside the classroom. They may actually teach some classes, freeing up the teacher to give attention to learners with special problems. Tutors may work in a classroom or be the learner's only instructional contact, especially for those who are homebound. Some teacher aides and tutors are paid professionals. They are generally bilingual and bi-cultural with strengths in understanding and interpreting learner needs.

Many programs also use volunteers instead of or in addition to paid instructional staff. They serve as teacher aides, tutors and as "INS officers" for interview roleplays. Volunteers have diverse backgrounds and are not necessarily bilingual.

Volunteers enrich the quality of instruction and are particularly important for programs on a limited budget. But there are difficulties in relying on volunteers. Since volunteers receive no money for their services, they are more likely to be absent or quit. Programs need a back-up plan for volunteer absences.

Recruiting Volunteer Teacher Aides and Tutors

The following people may be interested in volunteering:

- family members;
- members of religious institutions;
- university students;
- high school students;
- members of learners' linguistic/cultural/religious group;
- former learners who have successfully completed the program;
- retired teachers;
- members of community organizations or other groups.

Volunteers can be recruited through a number of methods:

- personal outreach;
- letter or phone;
- contacting community, educational, civic or faith-based organizations;
- media advertisements (mainstream and ethnic press, radio, television);
- postings at key gathering places for elders and their families.

Volunteer Teacher Aide and Tutor Screening

People volunteer for many different reasons. They often bring with them distinct skills and life experiences helpful to citizenship programs. Nonetheless, a screening interview is necessary to ascertain whether or not potential volunteers will be a good match for a particular volunteer assignment. In some cases they are not appropriate at all. For example, some potential volunteers may have a religious agenda or crave the spotlight. They may not have sufficient patience for teaching or they may not act in a culturally appropriate manner.

A number of questions can be asked in the screening interview:

- references;
- work history;
- educational background;
- previous volunteer experience;
- previous cross-cultural experience;
- foreign languages;
- hobbies;
- reasons for volunteering;
- volunteer assignment preference(s).

Volunteer Teacher Aide and Tutor Orientation and Training

The volunteer orientation includes an overview of the program and agency, volunteer policies, expectations of volunteers, and training and support services available for volunteers. Orientations also address security issues and program liability in case of accidents. During the orientation, volunteers should sign a contract specifying the volunteer's term of service and outlining procedures taken when volunteers miss classes or appointments. The orientation may either be part of the screening interview or a separate event.

Volunteer training helps all volunteers get a common knowledge base. Initial training ranges from 3 to 12 hours, depending on the role of the volunteers and the degree of supervision provided.

Ongoing Training and Support of Volunteers

While initial training provides valuable background for volunteers prior to working in the classroom, new issues, concerns and questions arise once volunteers actually start working. Ongoing training is essential, providing answers to volunteers' "on the job" questions. Continuing volunteer education training enhances program quality while giving volunteers the support needed to encourage retention.

Volunteer ongoing training and support programs include:

- meeting with volunteers after class or at designated periods of time;
- regular phone contact;
- responding to volunteer written reports;
- workshops.

Volunteer Mentors Case In Point:

Volunteer Mentors, Catholic Charities, Los Angeles

The Volunteer Mentors program recruits and trains mentors for learners. The mentors, generally family members or caregivers, provide motivation, counseling and self-esteem enhancement for applicants throughout the citizenship process. Mentors help with class work and address the applicants' questions or concerns about the citizenship process. Mentors often work as teacher aides or one-on-one tutors. Mentors can also provide transportation to classes and/or the INS.

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Volunteer Tutors Case in Point:

Volunteer Tutoring Program, HIAS, Chicago

The Hebrew Immigrant Aid Society of Chicago uses bilingual volunteers (English/Russian and English/Yiddish) for its one-on-one home-based tutorial program. HIAS provides each tutor with a teachers' manual and learner materials. The manual provides instructions on how to conduct each lesson. Learner materials include a textbook with a bilingual glossary, flash cards, and a bilingual audiotape.

LOW-LITERATE LEARNERS

Learners who are non- or low-literate need additional preparation to be test ready. Some speak a lot of English, others little to none. Some programs develop native language literacy skills prior to English instruction while others begin with English literacy.

There are different philosophies of English literacy instruction. Many programs first develop English listening and speaking skills. Oral English is used to build reading and writing skills. Others begin with sound-letter correspondences.

Learning to read involves many skills:

- recognizing the graphic differences among letters and numbers;
- understanding the correspondence between sounds and letters and letter combinations, syllables and words;
- recognizing sight words;
- understanding the arrangement of words into meaningful groups through syntax (grammar);
- understanding the meaning of words and numbers.

Phonics and whole word, the two main approaches to teaching reading, are often used in combination. Phonics begins with letter-sound correspondences and then proceeds to syllables, words, phrases, and finally sentences. The whole word approach is deductive starting with words, phrases and sentences focusing on meaning rather than structure.

There are numerous resources and textbooks for teaching reading to the non-literate. Elders can learn to read using both whole word and phonics approaches. Generally the biggest barrier is lack of self-confidence.

Many teachers of the elderly have experienced great difficulty in teaching low-literate elderly to read and write. It is not clear if the problem is related to the methodology used, the amount of time allotted for instruction, lack of self-confidence on the part of the learners or some other factor. The low-literate elders require a lot of instruction to learn to read and write sufficient English to pass the citizenship test; it may require several years. A number of low-literate elders also have undiagnosed learning disabilities. At the present time, there are few tools for diagnosis and little precedence for requesting accommodations or disability waivers for learning disabilities. There is a need for additional research on low-literate elders to identify optimal instructional strategies, determine if there are some elders who have limitations on their learning abilities no matter what kind of instruction is offered, and to identify potential remedies.

DICTATION EXERCISES

Dictation is the most difficult part of the test for many learners because of its unpredictability. If possible, teachers should get information on what sentences the local INS office dictates. The following section lists teacher-recommended exercises for dictation preparation.

- Practice with high frequency words such as my, I we, the, a, an, live, state, is, etc.
- Have learners invent their own dictations.
- Proceed from words to phrases to short sentences and finally to longer dictation sentences.
- Give regular spelling tests on key vocabulary from dictated sentences. Provide additional practice by holding a class spelling bee.
- Have learners count the number of words they hear in a dictated sentence.
- Write three sentences on the board and number them. Read one aloud and ask learners to identify which one they hear.
- Have learners fill in the blanks on dictation sentences. They often miss small words like the, it, in and a, e.g. __________ president lives __________ Washington, DC.
- Make tapes of sample dictation sentences for learners to practice in class and at home with speakers with different accents and dialects. Provide correct answers on companion index cards.
- Have learners repeat the sentence to themselves before they write.
- Write a sentence on the board and read it individually and chorally. Have learners copy it. Erase a few words at a time and dictate the sentence. Gradually work until the board is blank. Another option is to have individual learners come up to the board and write the missing words.
- Write the first letter of each word in a dictation on the board.

CITIZENSHIP ACTIVITY SUGGESTIONS

Everyday, spend a period of time practicing personal information questions about students' weekend, families, etc. At first students will give simple answers, but after some time they will take a genuine interest in getting to know one another. They will initiate conversation and encourage each other to talk about themselves. This is one of the most important skills for the interview.

–Tehmina Khan, Centro Latino de San Francisco

Parts 7 and 8 of the N-400 are very important areas which need much attention. There are 15 questions an applicant should answer 'no' to. These questions begin with, 'Have you ever...?' For instance, 'Have you ever been a habitual drunkard?' As most people are not 'habitual drunkards' this should be answered with a 'no'. Since the nature of these 15 question tend to be negative, teaching the applicant how to recognize the key phrase of 'have you ever...?' and associating it with a 'no' answer becomes a focal point. We also teach them the importance of knowing what it is that they are saying 'no' to.

In Part 8 there are 5 questions that require a 'yes' answer. Some are preceded by the phrase 'Are you willing', such as 'Are you willing to take the full Oath of Allegiance?' Again, we teach them to understand each question.

–Joe Marcel, Catholic Charities, Los Angeles

Instructional activities should vary in order to address the learning students' different learning styles: aural, oral, visual, and kinesthetic.

–Gloria M. Eriksson, Grant Adult Education Center, Sacramento

I teach Cambodian students to pronounce English words by referring to similar sounding words in Khmer. For example the word 'star' is similar to the word in Khmer for eating or consuming grandfather. It's also a good memorization strategy.

–Lany Lang, Buddhist Temple, Silver Spring, Maryland

I try and encourage students to express an opinion rather than assume there is always a right and wrong answer. This is important to promote civic participation.

–Larry Butler, Vietnamese-American Civic Association, Dorchester, Massachusetts

Enjoy humorous moments together—however and whenever they arise in class.

–Elisabeth Mitchell, Tacoma Community House Training Project, Tacoma, Washington

I regularly use humor with my Vietnamese students, but never try to embarrass them. This helps them learn and also feel more relaxed and comfortable. Here are some jokes that always give them a good laugh:

- *A woman had practiced very hard for the test. When the officer asked her 'Have you ever practiced prostitution' She said, 'Yes, it's the supreme law of the land.'*
- *If you intend to rob a bank, wait until you're a citizen. At least you will not be deported.*
- *To remember the supreme law think about a Taco Supreme.*
- *You can ask the INS officer to repeat questions, but not every question.*
- *When the officer asks you about the truth oath at the beginning of the interview, wait until he's finished to say 'I do'. Don't cut him off.*
- *Don't dress up for the interview. Leave your 18 karat diamonds at home.*
- *When my female students tell me they're too old and can't possibly learn English, I say the following. 'Ma'am, what do you do at home?' She usually responds, 'I cook.' Then I say, 'Cooking takes a lot of skill. I'm a terrible cook. I always burn my food. But you have memorized all of the ingredients and directions to cook. You have a good memory and good coordination for cooking. I think it's harder to cook than to learn English. You'll have no problem.'*

–Joe Marcel, Catholic Charities, Los Angeles

Have your students work together to generate class rules on topics such as use of native language in the classroom, attendance, and homework.

–Kara Rosenberg, Palo Alto Adult School, California

Consider 'discovery' a key instructional strategy. Use real tasks and real materials. Help students to discover reality for themselves by handling materials. Stimulate them to look with fresh eyes at old information and to find relationships between old and new information by pointing out problems rather than telling students the solution. Encourage them to ask 'why' questions again-many have given up on finding answers. Promote initiative by having a 'reporting' time when they can share their discoveries with the class. Take class visits to a court, city council meeting, police station, etc. Invite visitors to come and make short presentations. [53]

–Margaret Silver, International Institute, St. Louis

Use a regular teaching pattern for each class, but also regularly surprise your students so they learn to flexibly respond to unexpected situations. [54]

–San O, South-East Asia Center, Chicago

Ask learners about any time they speak English outside of class. For example, with neighbors, friends, at the doctor, etc. Then give them a specific assignment to use English outside of the classroom.[55]

–Kara Rosenberg, Palo Alto Adult School, California

I tell the students about myself and my family. I also have students bring in family pictures and explain them. Then they write an autobiography. They answer questions such as the following:

- *Where were you born?*
- *Where did your parents come from?*
- *How many children do you have?*
- *How many grandchildren do you have?*
- *Where does your family live?*
- *Why did you move to the United States?*
- *What do you like about living in the United States?*
- *What do you dislike about living in the United States?*
- *What are the most common problems that you have here?*

–Evelyn Reader, Baltimore City Community College, Maryland

The Constitution is like the rules in your family. For example, the children must go to bed at 8 pm. If you have guests in from California, you let the children stay up until 10pm. This is like a change to the Constitution or an amendment.

–Dzung Nguyen, Vietnamese Association of Illinois

Here's a simple way to memorize the names of the 13 colonies: three colonies have the word 'New' in their name-- New York, New Jersey and New Hampshire; two colonies have women's names-- Georgia and Virginia; two colonies have last names – Mary-land and Dela-ware; there are two sets of twins – North and South Carolina; three colonies have long names-- Massachusetts, Pennsylvania, and Connecticut; one colony stands alone because it is an island – Rhode Island.

–Maureen Philben, Deaf Adult Education Access Program of Chicago and Patricia Petherbridge-Hernandez and Kathleen O'Donnell, Los Angeles Unified School District

As part of the curriculum, we have created binders for each student that get pages added to them each session. This works best since the curriculum is being developed and implemented simultaneously.

–Jill Lind, World Relief, Chicago

Since we are a Jewish agency and our clients are Jewish, we incorporate information about Jewish history and culture into our classes. On the last day of class we have a celebration with our students. We bring bread and wine and Shabbat candles and say the blessing over them. This is a typical Jewish celebration, but most of our clients were unable to celebrate openly in their native country. We also do this to let them enjoy the experience of such a public display of Jewish culture.

–Karen B. Olenick, HIAS, Chicago

We explain everything that will happen at the INS interview starting with the metal detector, checking their handbag and having their names called in the waiting room. In this way there are no surprises.

–Doree Sabin, Jewish Family Service, Southfield, Michigan

For self-directed dictation practice, record several sentences two times each on a cassette. Number the sentence and write out 3 x 5 cards that correspond with the sentences, one per card. The student listens to the tape and writes the dictation. It can be checked against the card for self- correction.

–Marlene Haley and Eric Rosenbaum, Riverside Language Program, New York

CULTURAL ISSUES

All of our students have been the elderly from the former Soviet Union. We find that they are eager learners, however they can be quite demanding and often show up at several classes although they are told to only attend the one for which they are registered. Sometimes in class they interrupt other students or the teacher because they don't find what is being said important or interesting. We try to prevent this by openly and clearly discussing respect in the very beginning, but often students need reminders.

–Nancy Karp, Jewish Vocational Service, Boston

Our students from the former Soviet Union expect teachers to teach them the 'right' answers (deductive method) in grammar, civics, etc. (Although they are also glad to express their own opinions.) This is one reason they get 'hung-up' on the 100 Questions rather than the more important interview to which there are no 'right' answers or even 'right' questions.

–Marilyn McLaughlin, Jewish Family Services Association, Cleveland Heights, Ohio

Students from the former Soviet Union may get into what appears to be raging arguments in their native language. Generally, they're not as angry as they seem. Just redirect the focus of class.

–Ken Henrickson, Interchurch Refugee and Immigration Ministries, Chicago

We talk about cultural differences because students may do something that is quite normal for their culture in the interview, but not acceptable in the American culture. For example, in Asian culture, people tend to bow their heads as a sign of respect. In the Hispanic culture, people tend to want to 'kiss' the officer in gratitude. These are out of place because in American culture we normally shake a person's hand.

–Joe Marcel, Catholic Charities, Los Angeles

Asians are taught that respect means they should not talk or take initiative. It's difficult to unlearn these old habits for the citizenship interview.

–San O, Southeast Asia Center, Chicago

Culture is very important in citizenship classes. For example, Vietnamese have a lot of respect for teachers.

–Dzung Nguyen, Vietnamese Association of Illinois

Many Cambodians don't know their own history so it's difficult for them to relate, for example, Cambodian independence from France to the independence of the United States from England. They didn't know that Cambodia was ever a colony.

– Lany Lang, Buddhist Temple, Silver Spring, Maryland

Due to 'ethnic' issues, there are often small spats between students. Regional differences are often raised between students from urban and rural areas. However, the strongest impact is the culture of being refugees from a very brutal war. Evidence of advancement can disappear with a problem from home or from Bosnia.

– Thomas Robb, Bosnian and Herzogovinan American Community Center, Chicago

Asian and many European cultures are very focused on mastery of everything. Sometimes it is impossible to achieve mastery. I try to help them realize that what they know currently is sufficient for INS and mastery will possibly come with time, practice and more exposure.

– Carol Garcia, College of Du Page County, Illinois

Asians need practice to change their customs of not responding immediately to questions. Analogies are useful to help students understand. 'Imagine you are playing ping pong. When the ball comes at you, you hit it back.' 'Imagine there is gold in the streets. Are you going to wait a few minutes to get some?'

– San O, Southeast Asia Center, Chicago

Our Haitian students are mostly Baptists. They have very strong religious beliefs and spend most of their free time in church. They don't go out to events like movies, concerts. You have to keep this in mind when connecting class material to their real lives.

– Paulina Bazin, Catholic Charities, New Orleans

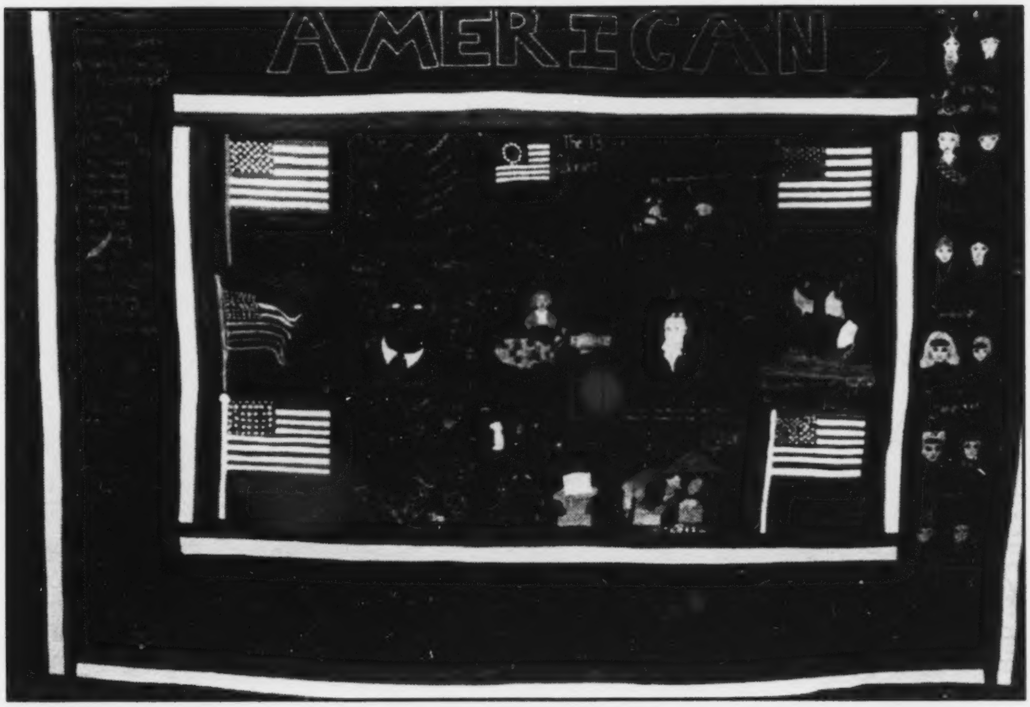
In our culture disabled people are hidden their whole lives. It's considered a shame to be outside. They had no formal instruction, because there is no special education. It's very hard when these people have to attend citizenship classes. They feel very bad to be seen. When they come the first day they are terrified to talk.

– Angel Kindo, Assyrian National Council, Illinois

Cultural Activity Case In Point:

Fresno Interdenominational Refugee Ministries (FIRM), Fresno, California

FIRM utilizes the traditional crafts and hobbies of Hmong and Lao elders as an effective tool for teaching citizenship. When FIRM learned that elders enjoyed quilting, staff assisted them to create "citizenship quilts." The elaborate, colorful quilts depict the U.S. flag, George Washington, the Mayflower, and questions from the N-400 such as, "What is your address?" The elders also enjoy singing folk songs, so the citizenship class created songs about U.S. history, including the thirteen colonies and July fourth. These were taped and distributed for home study. These creative visual and auditory aids raise elders' self-esteem and give them a sense of pride in their skills.



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CITIZENSHIP LISTENING EXERCISES

Underline the word read to you from each line.

1. **stars states stripes**
2. **color can country**
3. **college constitution color**
4. **states stripes supreme**
5. **50 13 15**
6. **red blue flag white**
7. **thirteen ten five first**
8. **American White United States**
9. **15th 13th 35 4th**
10. **color constitution country college**
11. **stripes states stars senator**
12. **law elect legal limit**

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LISTENING COMPREHENSION CITIZENSHIP RESPONSES

COMMANDS: **(For practice purposes, assign an appropriate action to each command.)**

- **STAND UP, SIT DOWN, WAIT,**
- **PASS ME, HAND ME, GIVE ME,**
- **TELL ME, SHOW ME, REPEAT**
- **LISTEN, LOOK, WATCH**
- **PULL OUT, TAKE OUT, PICK UP**
- **HOLD ON, STOP, RELAX**
- **SIGN, PRINT, COPY**

USES:

- **STAND UP AND RAISE YOUR RIGHT HAND.**
- **TURN YOUR TEST PAPER OVER.**
- **PASS ME YOUR PASSPORT. (GREEN CARD, PAPERS)**
- **PICK UP YOUR TEST. (PAPERS, PENCIL)**
- **SHOW ME YOUR IDENTIFICATION. (PASSPORT, GREEN CARD)**
- **SIGN YOUR PAPER AND PRINT YOUR NAME ON THE BOTTOM.**

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CITIZENSHIP QUESTION AND ANSWER STRIPS

Cut out the question and answer strips.
Divide the class into Groups A and B.
Give each of the students in Group A a question strip, and the students in Group B an answer strip.
Students must circulate the room and put together the questions and answers.

Important: Tell the students not to show their strips to the other students. They must find their match by speaking and listening.

Other suggestions for using the question and answer strips:

Individuals or pairs can work at matching all the questions and answers.

The strips can be pasted to construction paper and used to play concentration with a small group of students. Paste the questions to one color of construction paper, and the answers to another color. Arrange a group of questions strips upside down on the table, and then the answer strips upside down next to them. The first player chooses a strip from each group. He/she must read what the strip says out loud. If they match, the player keeps the strips. If they do n match, the player returns the strips (upside down) to the same positio on the table and the next player takes a turn.
Note: Start with a set of no more that six questions and answers. Depending on the students, you can work up to a set of twelve.

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CITIZENSHIP QUESTION AND ANSWER STRIPS

What are the colors of our flag?	Red, white and blue.
Who elects the President of the United States?	The electoral college.
For how long do we elect each senator?	For 6 years.
Why did the Pilgrims come to America?	For religious freedom.
What special group advises the President?	The Cabinet.
Who has the power to declare war?	The Congress.
In what month do we vote for the President?	November.
What are the duties of the Supreme Court?	To interpret laws.
Who are the two senators from Illinois.	Carol Mosley-Braun and Dick Durbin
How many voting members are in the House of Representatives?	435

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CITIZENSHIP

WORD GAME

Fill in the blanks to complete the words.

1. _ETO
2. F_AG
3. C _ NST_T_ON
4. CO _RT
5. EL_CT
6. S_NA_E
7. CON _RE_ _
8. W_S_IN_T_N
9. THAN_S_IVI_ G
10. ST_ _PES
11. FR_ _ DOM
12. ST _TE
13. CAP_TOL
14. O_TH
15. L_GISL_T_RE
16. A_ END_ENT
17. R _GHTS
18. P _SS_ORT
19. LE_AL
20. A _ER_CAN

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CITIZENSHIP BINGO

Select 24 words and write them where you want on the card.

B	I	N	G	O
		FREE		

nation
flag
freedom
white
president
congress
liberty
representative
senate
red
holiday
blue
court
justice
capitol
citizen
house
constitution
vote
mayor
colony
country
right
fifty
two
star
stripe
union
republican
democrat
law
nation
veto
senator
state

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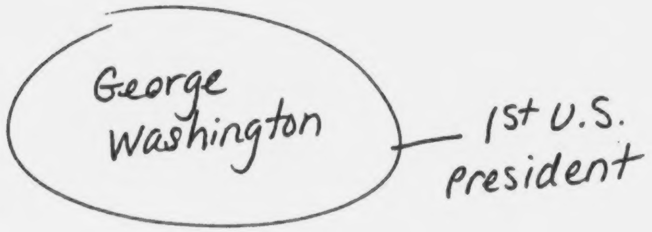
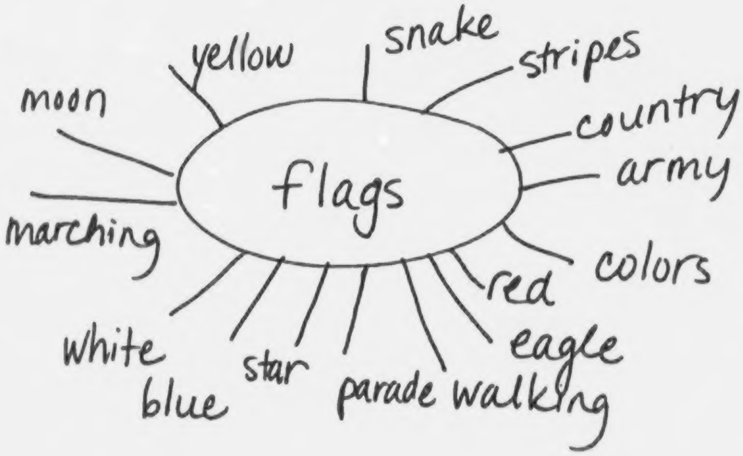
ACTIVITIES

Webbing

Webbing is a great way to build on what students already know by introducing a topic and then finding out what they know about it. It is also a way to reinforce literacy since students are given a chance to see the written word as they hear it.

In its most common form, a web starts with one word in the center of a bubble or circle drawn around it. Students are then asked to add words that come to mind that are related to that center word. For example:





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With the first example, **George Washington**, this may be sufficient knowledge for your students to have. If not, then you know where to begin introducing further information.

With **flag**, a range of vocabulary came up, some of which might be shared knowledge and some which might be new to many of the students.

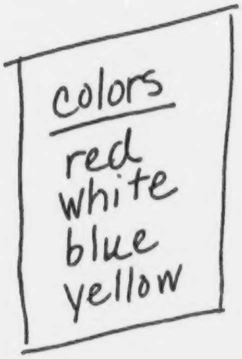
Webbing allows students to share what they already know about a topic and provides an opportunity to build on that.

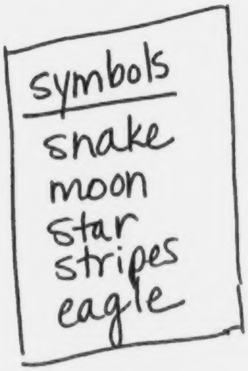
Variations:

1. After collecting the words in the web, have students make lists of what words go together. With **flags**, for example, "marching, parade" and "army" might be grouped together, as might, "red, white" and "blue."

2. Rather than do this as a whole class activity, have small groups of students make group webs. Students with the highest literacy level can be scribes.

3. Give each student a sheet of paper with a different vocabulary item circled in the center of the page. Have students mingle, saying their word to a partner, and writing down what that partner says. Students move on to as many students as possible and then report back to the whole group or draw / write their webs on the board for all to see.





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Grids

Grids are wonderful teaching tools because they are visual, provide opportunities for meaningful repetition, and can encourage structured and unstructured language practice. It takes some planning to design a grid that will work, but you'll find it's well worth the time. Many of the newer ESL and citizenship books make good use of grids. A simple grid to practice sharing personal information might look like this:

Name	where are you from?	when did you come to the U.S.?	When did you come to Tacoma?
Mira	Russia	1989	1989
Lul	Ethiopia	1992	1993
Sergei	Ukraine	1990	1990
Thuy	Vietnam	1987	1993

Students could interview each other to get this information or complete the activity as a whole group, using the chalkboard or a large sheet of paper.

In any grid, there will be two kinds of follow-up activities:

1. Those that use information taken directly from the grid
2. Expansion activities that encourage students to ask and answer more questions, to clarify, and get further information.

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Using the example on the previous page, follow-up questions from the grid could include:

1. Where is _________ from?
2. How many people are from ________?
3. How long has ________ lived in Tacoma?
4. How many people came to the U.S. in 1992?
5. Who has lived in the U.S. the longest?
6. Who has lived somewhere else in the U.S. before coming to Tacoma?
7. How many people have lived somewhere else in the U.S. before coming to Tacoma?

A beginning class might focus on only one or two of these questions. An advanced class would be able to ask and answer many questions from the grid. If you have a beginning or intermediate class, model the question type to be practiced.

Follow-up expansion (not in the grid) questions could include:

1. Where did you live in the U.S. before coming to Tacoma?
2. Which city do you like more, _____________or Tacoma? Why?
3. Where is Ethiopia?
4. Where are you from in the Ukraine?
5. Who came with you to the U.S.?
6. What did you do in Vietnam?

The possibilities for questions are endless!

Grids can be designed to elicit yes/no answers as well as specific information. They can be used to practice personal information, grammatical structures, or history and government facts.

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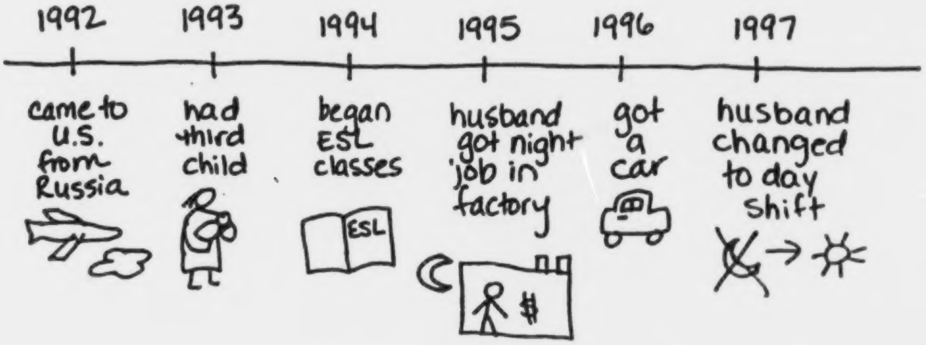
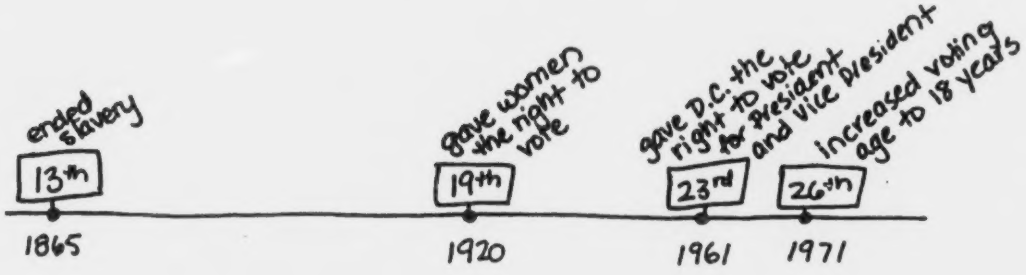
Timelines

Timelines are a great way to provide language practice about anything that can be sequenced. Students can draw a timeline of their life, their journey to this country, their typical daily activities, the sequence of their children's births, or their job history. This prepares them to discuss their personal history with an INS interviewer.

On other occasions, the timeline may contain historical information students will likely be asked about the United States. It can be broad, covering hundreds of years of time or it may be very specific. The degree of specificity may depend on the level of English fluency. For example, high level ESL students may be able to provide great detail with names and dates of important events in U.S. history. Beginners may provide the most basic information.

Here are some examples:


1992
came to U.S. from Russia
1993
had third child
1994
began ESL classes
ESL
1995
husband got night job in factory
$
1996
got a car
1997
husband changed to day shift


ended slavery
13th
1865
gave women the right to vote
19th
1920
gave D.C. the right to vote for President and Vice President
23rd
1961
increased voting age to 18 years
26th
1971

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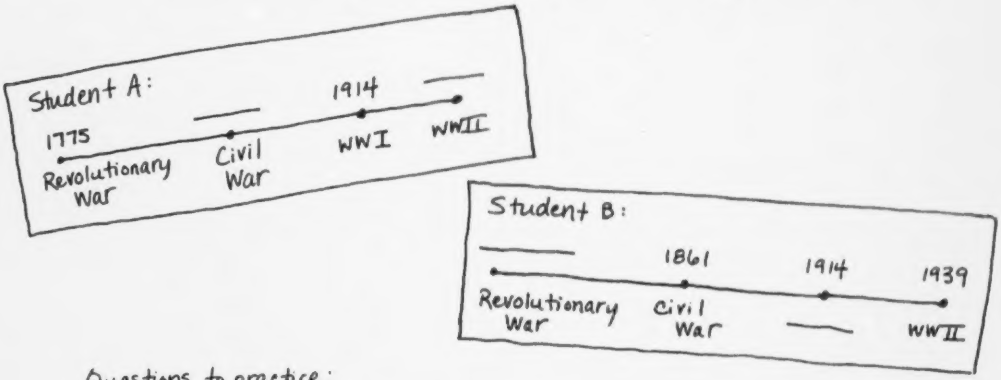
Variations:

1. Distribute word cards, date cards, or pictures to students and have then line up in the correct sequence.

2. Have students line up according to various criteria: shortest to tallest, shortest time in the U.S. to longest, month of birth, number of children they have, ages of their children, children's year of birth, favorite month, favorite year.

3. Provide a structured Information Gap activity using a timeline to practice asking and answering questions and to provide review of citizenship content. Give students different bits of information with no one having all the information. Have students ask and answer questions of each other in order to complete their task. In the example below, students might be paired (A and B) and asked to complete their timelines.



Questions to practice:

When did (the) _____ happen?
What happened in ______?

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Chapter Seven

Reference and Instructional Materials

In this Chapter:

- Citizenship Instruction Reference Materials
- ESL Literacy Reference Materials
- ESL Literacy Textbooks
- Citizenship and Civics Reference Materials
- Citizenship and Refugee Reference Websites
- Citizenship Textbooks
- Citizenship Activity Books
- Citizenship Tutorial Program Materials
- Citizenship Videos
- English Citizenship Audiotapes
- Native Language Audiotapes and Print Materials
- Computer-Assisted Instruction
- Visuals and Other Materials

This chapter provides an overview of commercial and locally developed classroom and reference materials. It concludes with an overview of visuals and other materials that can enhance citizenship instruction.

CITIZENSHIP INSTRUCTION REFERENCE MATERIALS

Adult Education ESL Teachers Guide by C. Ray Graham and Mark M. Walsh, Adult Education Center, Texas A&I University, Kingsville, Texas. This web page provides sample ESL lessons and accompanying teacher training modules for beginning, intermediate and non-literate adult ESL students. Sample topics include teaching the dialogue, cloze type dictation exercises, teaching pronunciation, and teaching the alphabet. http://humanities.byu.edu/ELC/teacher/TeacherGuideMain

National Clearinghouse on Literacy Education (NCLE) includes on-line documents that can be downloaded and ordering information for free resources on citizenship and ESL instruction. http://www.cal/ncle/

Building Bridges: A Resource Guide on Citizenship by Aliza Becker, 1993, Illinois State Board of Education, Adult and Literacy Section, Springfield, IL (ED 373 589). Available through Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455, (800) 322-3905.

Citizenship: A Guide to Good Teaching, by Elisabeth Mitchell, 1998, Tacoma Community House Training Project, Tacoma, Washington. Available through Northwest Regional Literacy Resource Center, (206) 587-4988 or nwrlrc@literacynet.org.

Citizenship Navigator, by Lynne Weintraub, 1999, Massachusetts Office of Refugees and Immigrants, 18 Tremont Street, Suite 600, Boston, MA 02108, (617) 727-7888.

ESL/Civics Integration: A Guide for Curriculum Development and Lesson Planning, Center for Adult Education, San Francisco State University Foundation, 1990, California Department of Education, Sacramento, CA. Available through the Center for Adult Education, DAIS, Burk Hall 221, 1600 Holloway Ave., San Francisco, CA 94132, (415) 338-1083.

As part of its overall revamping of adult education statewide, the *State of Arizona* has created content and performance standards for just about every aspect of adult education, including citizenship test preparation and ESL. The citizenship performance standards describe learner skills that can be used to assess whether learners fall into "beginning," "approaching," or "proficient" levels in relation to the standards. ESL performance standards apply the skill categories "beginning," "approaching," "met," and "mastery" to Pre-Literacy, Level 1, Level 2, and Level 3. Also available are content standards and sample activities for citizenship and ESL. See http://www.ade.state.az.us or contact kliersc@mail1.ade.state.az.us.

Study Guide to Prepare for New Written Citizenship Examination: A Guide for Beginning ESL Students by Anabelle Saylor, Diocese of Harrisburg, Catholic Charities. Available from Immigration and Refugee Services, 900 North 17th Street, Harrisburg, PA 17103, (717) 232-0568.

ESL LITERACY REFERENCE MATERIALS

Approaches to ESL Literacy Instruction by Joann Crandall and Joy Kreeft Peyton, ed. 1993, Center for Applied Linguistics/Delta Systems, (800) 323-8270.

Bringing Literacy to Life: Issues and Options in Adult ESL Literacy by Heide Spruck Wrigley and Gloria J.A. Guth, 1992, Dominie Press, (888) 366-4643.

Riggs Institute Teacher's Manual by Myrna McCulloch, 1995, The Riggs Institute Press, (503) 646-9459.

Section IV, Teaching Non-Literate Adults is part of the on-line ***Adult Education ESL Teachers Guide*** by C. Ray Graham and Mark M. Walsh, Adult Education Center, Texas A&I University, Kingsville, Texas. http://humanities.byu.edu/ELC/teacher/SectionFour/SectionIV

The Writing Road to Reading by Romalda Bishop Spaulding, 1990, Quill Books (212) 261-6500.

Compass Points, New Directions for English Language Training is a newsletter produced by Spring Institute for International Studies. The institute has a grant from Office of Refugee Resettlement to provide technical assistance for ESL programs serving refugees. To receive the newsletter, call (303) 863-0188 or e-mail at springinst@earthlink.net. http://www.springinstitute.com.

The ***Mohawk Valley Library Association*** has compiled a list of websites useful for adult learners, tutors, educators and program coordinators of Basic English and English as a Second Language. Their web address is http://www.mvla.org/outreach/learnenglish.html

ESL LITERACY TEXTBOOKS

Access: Fundamentals of Literacy and Communication by Steven J. Molinsky and Bill Bliss. Student Book ISBN 0130042358, Teacher's Guide ISBN 0130059927, Audio Program ISBN 0130042591. Prentice Hall-Regents, (800) ESL-2ESL.

Laubach Way to English 1, 2, 3, 4 by Frank Laubach, 1991. Skill Book 1 ISBN 088336901X, Skill Book 2 ISBN 0883369028, Workbook 1 ISBN 0883363712, Workbook 2 ISBN 0883363729, Teacher's Guide 1 ISBN 0883363917, Teacher's Guide 2 ISBN 0883363933, Illustrations 1 ISBN 0883363925, Illustrations 2 ISBN 0883363941. New Readers Press, (800) 448-8878.

Longman ESL Literacy, second edition by Yvonne Nishio. Student Book ISBN 020135182X, Teacher's Resource Book ISBN 0201351838. Prentice Hall-Regents, (800) ESL-2ESL.

Passage to ESL Literacy by Diane Longfield. Student Workbook ISBN 0937354015, Teacher's Guide ISBN 0937354031, Visuals ISBN 0937354112. Delta Systems, (800) 323-8270.

CITIZENSHIP AND CIVICS REFERENCE MATERIALS

Citizenship for Us: A Handbook on Naturalization & Citizenship by Aliza Becker, Catholic Legal Immigration Network, Inc, McCormick Pavilion, 415 Michigan Ave., N.E. Washington, DC 20017, (202) 635-2556.

Citizenship Alert! The Immigrant Legal Resource Center periodically publishes this newsletter with recent naturalization updates. Send your name, occupation, organization name, address phone, fax, and e-mail to: ILRC, 1663 Mission St. #602, San Francisco, CA 94103, fax (415) 255-9792, e-mail ILRC@ILRC.org.

Naturalization Disability Waiver Manual is a comprehensive manual on the disability waiver produced by Catholic Legal Immigration Network, Inc. (CLINIC) with Protection and Advocacy, Inc. Contains a step-by-step guide called "How Immigrants with Disabilities Can Become Citizens" which is translated into Vietnamese, Spanish, and Korean. Includes sample forms for fee waiver, accommodations, and Section 504 complaint. CLINIC, McCormick Pavilion, 415 Michigan Ave. NE, Washington, DC 20017, (202) 635-2556.

Federal Textbook on Citizenship: Our Constitution and Government, INS, 1987. Available from the Federal Government Printing Office.

A Reference Manual for Citizenship Instructors, INS, 1987. Available from the Federal Government Printing Office.

Citizenship Education and Naturalization Information, INS, 1987. Available from the Federal Government Printing Office.

United States History, 1600-1987, Level I, INS, 1987. Available from the Federal Government Printing Office.

U.S. Government Structure, INS, 1987. Available from the Federal Government Printing Office.

INS Forms, 1-800-870-FORM or see the INS web site.
http://www.ins.usdoj.gov/natz/index.html

INS Information, 1-800-755-0772 for specific questions or the INS web site for general information. http://www.ins.usdoj.gov/natz/index.html

Project Vote Smart includes information on candidates in upcoming elections including their education, work experience, opinions on different issues, and how different interest groups rate them, the dates of upcoming elections by states, voter registration by state, and the names of current elected officials. http://www.vote-smart.org/

U.S. House of Representatives includes current activities, history, directory and links. http://www.house.gov

U.S. Senate includes current activities, history, directory and links. http://www.senate.gov

Welcome to the White House includes pictures, information on the president and vice-president, and "tours" of the White House. http://whitehouse.gov/WH/

CITIZENSHIP AND REFUGEE REFERENCE WEBSITES

D.L. Hennessey's Links is a varied list of citizenship and immigration links including a number of articles on citizenship. http://www.mindspring.com/~citizenship/links.html

Department of State Bureau of Population, Refugees and Migration provides information on U.S. refugee policy and refugee admissions. http://www.state/www/global/prm/index.html

National Citizenship Network is a clearinghouse for the exchange of information, analysis, and strategy on issues affecting prospective U.S. citizens and immigrants to the U.S. It includes notes from monthly INS meetings with national CBOs and links to other organizations. http://www.irsa-uscr.org/NatCitCol.htm

National Immigration Forum is a national immigrant advocacy organization based in Washington, DC. The site provides basic information on immigration and immigrants, including citizenship and updates on immigration policy. http://www.immigrationforum.org

Office of Refugee Resettlement provides regulations, funding opportunities, and information on refugees in the U.S. http://www.acf.dhhs.gov/programs/orr/

U.S. Committee for Refugees provides information on refugees worldwide. http://www.refugees.org

U.S. Immigration and Naturalization Service provides information on naturalization eligibility, the process, forms, news, frequently asked questions, citizenship quizzes and the recently published, *A Guide to Naturalization.* http://www.ins.usdoj.gov/natz/index.html

CITIZENSHIP TEXTBOOKS

Use of textbooks in the classroom varies depending on the teacher's preference. Some teachers like to use one core text while others use several. ESL texts may supplement the books listed here. If a particular text is of interest, call the publisher and request an "examination copy" free of charge.

*Does not cover all INS 100 Questions on History and Government

+Includes English for the interview and the INS 100 Questions

+***The ABCs of Citizenship*** by Alicia Wang, 1999, (415) 561-1850, fax (415) 561-1857. This text was written by an ESL professor at the City Colleges of San Francisco based on her experience with non-literate elders. The text takes a whole word approach based on adult cognitive theory.

By the People, For the People: U.S. Government and Citizenship by Deborah J. Short, Margaret Seufert-Bosco, and Allene Guss Grognet, 1992, Center for Applied Linguistics, Delta Systems, (800) 323-8270. Student Book ISBN 0937354694.

+***Chicago Latino Citizenship Collaborative*** by Martha Andrade, Gwyn Davidson de la Vaca, Jennifer De Leon and Sara Vandenberg, 1997, Erie Neighborhood House, 1347 W. Erie St., Chicago, IL 60622, (312) 666-3430, Adult Education Department. This text uses many creative drawings to convey the meaning of history and government.

+***Citizenship Now: A Guide for Naturalization*** by Aliza Becker and Laurie Edwards, 1995, NTC/Contemporary (800) 621-1918. Student book ISBN 0809232707, audiotape ISBN 0809232715. The text integrates real-life interview practice with history and government. It includes many contextualized grammar exercises and substantive information about the citizenship process as well.

Citizenship: Passing the Test by Lynne Weinberg, 1998, New Readers Press, (800) 448-8878. Teacher's guide and audiotape also available. Student Book ISBN 1564202054, audiotape ISBN 1564202070, Teacher's Guide 1564202062. This text is a highly visual, very low-level text that covers most of the 100 history/government questions on the citizenship test.

+***Citizenship To Go*** by Carole Maltzman and Dorren Sabin, 1998, Jewish Family Services, 24123 Greenfield Rd., Southfield, MI, (248) 559-4566, fax (248) 559-5403. This large print textbook and teacher's manual were developed by two teachers from their experience with elders from the Former Soviet Union. They also offer a training and consultation package.

English through Citizenship: Literacy Level, Beginning Level, Intermediate Level A, Intermediate Level B by Elaine Kirn, 1989, Delta System, (800) 323-8270. Student Books, Literacy Level, ISBN 093735435X, Beginning Level ISBN 0937354384, Intermediate Level A ISBN 0937354414, Intermediate Level B ISBN 0937354449, Teacher's Guide ISBN 0937354430. These texts have a lot of visuals and exercises on history and government topics.

+ ***Entry Into Citizenship*** by Aliza Becker with Mary Ann Siegel, 2000, NTC/Contemporary, (800) 621-1918. Student Book ISBN 0809206420. This highly visual low-literate text includes both the English and history/civics required for the citizenship test in a large print text.

HIAS Guide to United States Citizenship (Russian/English), 1996, Hebrew Immigrant Aid Society (HIAS), 333 7th Ave., New York, NY, 10001, Attention: Citizenship Project. (212) 967-4100. (Russian/English cassette tape also available.) The text has many well-designed government charts.

****Look at the U.S., Literacy Level*** by Sally Wigginton, 1989, NTC/Contemporary, (800) 621-1918. Student Book, ISBN 0809243296, Teacher's guide ISBN 0809243288. The text has numerous exercises on history and government topics.

****Look at the U.S., Books I and II*** by Carole Cross with Rob Paral, 1989, NTC/Contemporary (800) 621-1918. Book 1 ISBN 0809243873, Book 2 ISBN 0809243865. These texts have very good readings and exercises.

Of the People: U.S. History by Deborah J. Short, Margaret Seufert-Bosco, and Allene Guss Grognet, 1991, Center for Applied Linguistics, Delta Systems, (800) 323-8270. Student Book ISBN 0-937354-68-6.

+ ***Passport to Success in U.S. Citizenship*** by Patricia Pethridge-Hernandez & Kathleen P. O'Donnell, J. Weston Walch, (800) 341-6094. A reproducible teacher book is also available. Student Book ISBN 0825128927, Teacher Book ISBN 0825128935. The text provides step-by-step instructions on the interview with lots of exercises and comprehensive support materials.

****Preparation for Citizenship,*** by Delores Doran de Valdez, Claudia Riedel, Joe A. Burgos, 1995, Steck-Vaughn Co. , (800) 531-5015. ISBN 0811479870. This text has many original historical photos.

****This Land is Your Land, Preparation for Amnesty Legalization and Citizenship*** by Patricia Harrington, 1990, MacMillan-McGraw Hill, Glencoe Division, (800) 423-9535. ISBN 0673249565. This text features a number of good history and government exercises and a Spanish glossary.

United States Citizenship: A Guide to the Naturalization Process, 1997, prepared by the Educational Services Program of Florida State University, for Florida Department of Children and Families Refugee Programs Administration, (850) 488-3791.

+U.S. Citizen - Yes! Interactive Citizenship Preparation by Ronna Magy, 1996, Heinle and Heinle, (800) 354-9706. Student Book ISBN 0838467148, audiotape ISBN 0838467148. This citizenship text has unique participatory activities as well as regular interview practice. The appendix includes literacy level activities.

+Voices of Freedom: English and Civics for the U.S. Citizenship Exam by Bill Bliss and Steven Molinksy, second edition, 1994, Prentice Hall Regents, (800) ESL-2ESL. Text, ISBN 0130356840, Teacher's Guide ISBN 0131878247, audio cassettes ISBN 0131878735. The text includes reading and numerous exercises that encompass functional interview skills, grammar and civics.

CITIZENSHIP ACTIVITY BOOKS

The Uncle Sam Activity Book: Language Development Handbook to Teach U.S. History and Government by Carolyn Bohlman and Catherine Porter,1990, NTC/Contemporary, Glenview, IL, (800) 621-1918. Audiotape also available. The text includes numerous reproducible activities. ISBN 0673249611, audiotape ISBN 0809204924.

Entry Into Citizenship Teacher's Guide by Aliza Becker and Shash Woods, NTC/Contemporary, (800) 621-1918. ISBN 0809205912. The text includes essays on issues in citizenship instruction and numerous reproducible worksheets.

CITIZENSHIP TUTORIAL PROGRAM MATERIALS

Project SHINE (Students Helping in the Naturalization of Elders) operates citizenship programs around the U.S. in which university students tutor elderly naturalization applicants. The project has three publications: a literacy tutor's guide and two tutor field books which will be available in the near future. Project SHINE also provides consultation in setting up intergenerational tutoring programs. Project for Intergenerational Learning, Temple University, 1601 N. Broad St., Philadelphia, PA 19122, (215) 204-6970, fax (215) 204-6733.

Tutorial Program for Citizenship Preparation is a one-on-one citizenship tutorial program by HIAS-Chicago for homebound elders using bilingual tutors. They provide consultation on citizenship tutorial development. Materials for the 15-week program are included in the fee. HIAS-Chicago, One S. Franklin, Rm. 411, Chicago, IL 60606, (312) 357-4666, fax (312) 855-3291.

CITIZENSHIP VIDEOS

Coors Citizenship Test / Video de la cuidadania, 1997, Coors Beer Co. (English with introduction in Spanish) Contact Catholic Legal Immigration Network, Inc., (202) 635-2556.

Count Me In: A Bridge to Citizenship, Union of Needle Trades Industrial and Textile Employees (formerly IGWU). Available through UNITE!, Immigration Project, Attention: Nancy Lorence, 275 Seventh Avenue, 8th floor, New York, NY, 10001-6708, (212) 627-0600. Mock interview with an INS officer.

How to Become a Citizen, Parts 1 and 2 (Amharic, Oromo, Tigrina, Somali), Horn of Africa Services, Michael Neguse, 825 Yesler Way, Seattle, WA 98104, (206) 344-5872. Part 1 goes over the citizenship requirements and Part 2 the INS 100 questions.

The INS Interview: Will They Pass? Available from New Reader's Press, (800) 448-8878 and Miller Educational Materials, Inc. (800) 636-4375. This participatory video takes students step by step through the INS interview and shows the level of language skills and content knowledge generally required to succeed through sequenced activities.

INS Naturalization Interview (Russian Introduction) Hebrew Immigrant Aid Society (HIAS), 333 7th Ave., New York, NY, 10001, Attention: Citizenship Project. (212) 967- 4100.

Mock Citizenship Interviews (English, 1994) and ***Becoming a U.S. Citizen: Reasons and Requirements*** (English and Spanish, 1994), Immigrant Legal Resource Center, 1663 Mission Street, Suite 602, San Francisco, CA 94103, (415) 255-9499, fax (415) 255-9792.

U.S. Citizenship: A Dream Come True (English, Spanish, Korean, Vietnamese, Cantonese, Mandarin), 1995, updated in 1998. National Asian Pacific American Legal Consortium (NAPALC), 1010 South Flower St., Suite 302, Los Angeles, CA 90015, (213) 748-2022, ext. 34. This video describes the citizenship process including requirements and filling out the application. It also includes a number of sample interview questions.

You Can Be a Citizen! (Vietnamese, Lao, Korean, Tagalog, Cantonese, Mandarin, Mien, Cambodian), Asian Counseling and Referral Service (ACRS), 720 8th Avenue, Seattle, WA, 98104, (206) 695-7572. This video reviews how to apply, eligibility requirements and INS 100 questions on history and government.

ENGLISH CITIZENSHIP AUDIOTAPES

The INS Interview: 175 Questions and Answers by Joan Weinberg, 1989, Video Language Products, P.O. Box 30675, Los Angeles, CA 90030.

Citizenship Flashcards and Tape by CAALII, available from Chinese Mutual Aid Association (CMAA) , Citizenship Program, 1016, W. Argyle, Chicago, IL 60640, (773) 784-2900. This package was developed by a collaboration of 13 ethnic community-based organizations in Chicago. It includes large print flashcards of the 100 questions with a corresponding tape, a mock interview, and the Star Spangled Banner. A direction sheet explains how to use the materials for independent study or in the classroom.

NATIVE LANGUAGE AUDIOTAPES AND PRINT MATERIALS

Amharic, Arabic, Farsi and Somali 100 Questions, CLINIC, McCormick Pavilion, 415 Michigan Ave., N.E., Washington, DC 20017, (202) 635-2556, fax (202) 635-2649.

Bosnian/Serbo-Croatian Bilingual, ***English for Beginners/Preparation for the Citizenship Test*** by Fatima Borjanovic, World Relief, Citizenship Program, 3507 W. Lawrence, Chicago, IL, 60625, (773) 583-9191, fax (773) 583-9410.

Cambodian (Khmer) audiotape of 100 Questions, Cambodian Association of Illinois, 2831 W. Lawrence, Chicago, IL 60625, (773) 878-7090.

Cape Verdian Creole audiotape of 100 Questions, Kit Clark Senior Services, 1500 Dorchester Ave., Dorchester, MA 02122, (617) 288-5991.

Chinese (Cantonese) citizenship activity book and audiotape, Chinese American Service League (CASL), Citizenship Program, 310 W. 24th Pl., Chicago, IL 60626, (312) 791-0418.

Chinese bilingual 100 Questions organized by topic, N-400 questions and beginning and intermediate/advanced worksheet packages, Self-Help for the Elderly, Citizenship Program, 407 Sansone St., San Francisco, CA 94111, (415) 982- 9171, ext. 186.

Haitian Creole multiple choice practice exams, Haitian Multi Service Center, 12 Bicknell St., Dorchester, MA 02121, (617) 436-2848.

Hindi 100 Questions and companion activity book, Indo-American Center, 5328 N. California, Chicago, IL 60659, (773) 973-4444.

Hmong audiotape and 100 Questions, Lao Family Community of Fresno, 4903 E. King Canyon Rd. Suite 281, Fresno, CA 93727, (559) 453-9775.

Hmong and Lao audiotape of 100 Questions and songs for new citizens, Fresno Interdenominational Refugee Ministries, 1603 E. Shields Ave., Fresno, CA 93704, (559) 227-1388.

N-400 and 100 Questions in nine Asian languages, National Asian Pacific American Legal Consortium, 1010 South Flower St., Suite 302, Los Angeles, CA 90015, (213) 748-2022, ext. 34.

Korean 100 Questions audiotape and history/government and interview activity books, Korean American Community Services, 4300 N. California, Chicago, IL 60618, (773) 583-5501.

Spanish, Portuguese and Italian citizenship study materials for in-class or independent study, North Shore Community Action Program, 98 Main Street, Peabody, MA 01960, (978) 531-0767.

Vietnamese citizenship exercise workbook, Catholic Charities of Orange County, Citizenship Program, 1506 Brookhollow Drive, Suite 112, Santa Ana, CA 92705, (714) 662-7500.

Vietnamese 100 Questions transliterated into English pronunciation and bilingual text, Tyler Pham, (773) 506-2883 (telephone and fax).

COMPUTER-ASSISTED INSTRUCTION

Prepare for Citizenship Computer Software, Arlington Education and Employment Program (REEP), Arlington, VA. Refugee programs can get a free disk, instructions and answer key from Technical Assistance for English Language Projects (ELT), (303) 863-0188, fax (303) 863-0178, elt@csn.net.

VISUALS AND OTHER MATERIALS

A number of other materials can enhance instruction:

- pictures and postcards of significant people (George Washington, Martin Luther King, current President and Vice President) and significant places (the Capitol, the White House);
- copies of the Constitution and the Declaration of Independence;
- world globe, U.S. map, state map-- wall-size and worksheets;
- timeline of significant historical events, e.g. Christopher Columbus, Pilgrims, Revolutionary War, Declaration of Independence;
- voting materials, e.g. voting guide, campaign letters, bumper stickers.
- newspapers and easy-to-read articles, headlines, charts;
- flashcards (bilingual, pictorial and English);
- U.S. flag.

Web-based Patriotic Clipart

Auntie's ClipArt
http://www.suntie.aom/clipart/patriotic.htm

Kids Domain
http://www.kidsdomain.com/holiday/july4/clip.html

Graphics: United States Historical-Political
http://members.home.net/billca/uscivilwar.html

Corbis
http://search.corbis.com

Collected by the Adult Learning Resource Center, Des Plaines, IL

Specific Pictures

Civil War
http://earlyamerica.com/portraits.index.html

Government Buildings

http://library.advanced.org/17188/photo.html

13 Colonies and Growth of America (animation)
http://www.ac.wwu.edu/~stephan.48states.html

Supreme Court Justices
http://www.sixbey.com/images/justice.gif

Martin Luther King, Jr.
http://www.geocities.com/Athens/1218.king.jpg

Supreme Court Building
http://fred.net.nhhs/gif/court.jpg

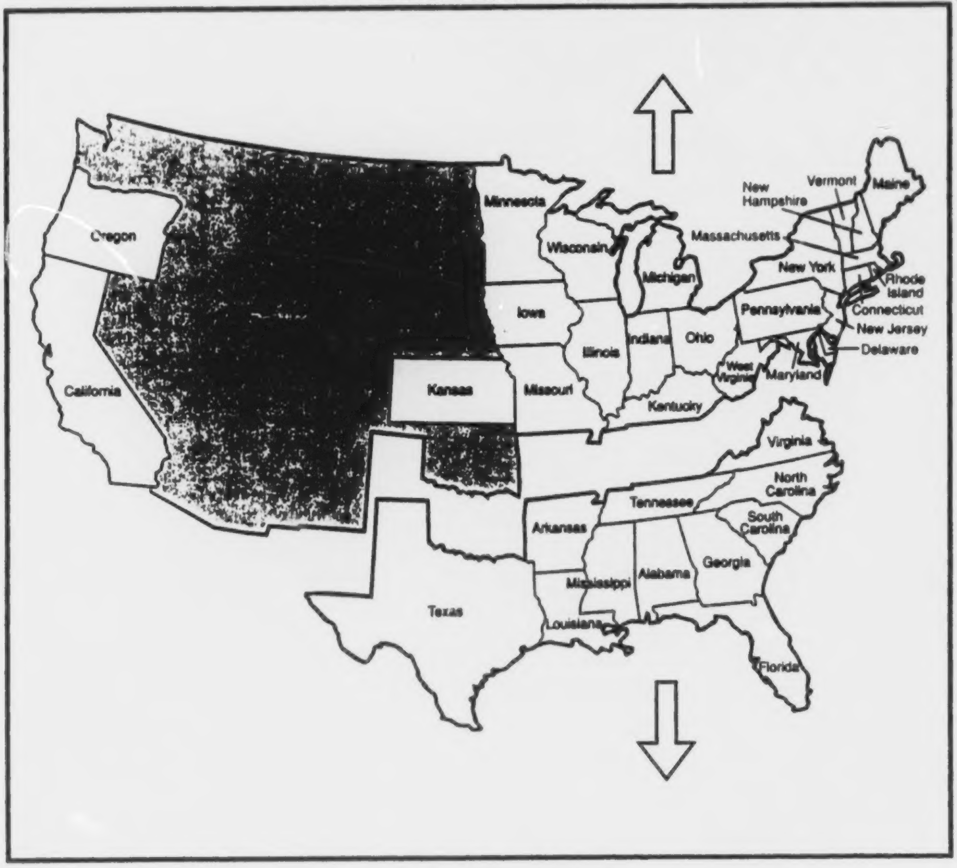
Presidential Flip Cards
http://gi/grolier.com/presidents/cards/flipcard.html

Documents

Declaration of Independence, Constitution, Bill of Rights
http://earlyamerica.com/earlyamerica/freedom/index.html

The American Presidency
http://gi.grolier.com/presidents/nbk.nbk_toc.html

Collected by the Adult Learning Resource Center, Des Plaines, IL



The states in the South wanted to **separate** from the North.
They wanted to leave the United States.
They decided to leave the **Union** and be a new country.
They called the new country the **Confederacy.**

Spelling

Union ______________________

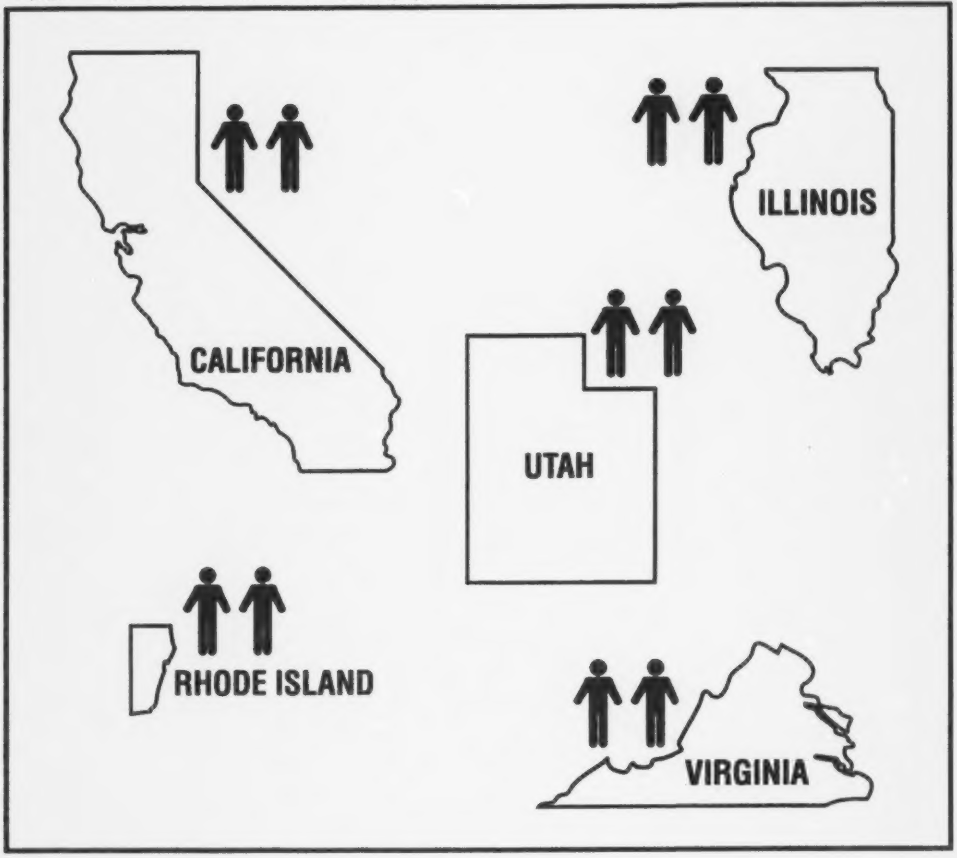
What Does It Mean?

separate = not be together anymore

Union = the United States

BEST COPY AVAILABLE

From *Citizenship: Passing the Test*, by Lynne Weinberg, ©1998. Reprinted with permission of New Readers Press, (800) 448-8878



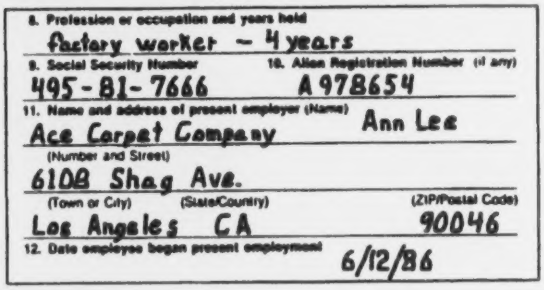
The people in each state elect 2 senators.

There are 50 states, so there are 100 senators (2 x 50 = 100).

Who are the 2 senators for your state?

From *Citizenship: Passing the Test*, by Lynne Weinberg, ©1998. Reprinted with permission of New Readers Press, (800) 448-8878

C Many application forms ask for information about your job.



8. Profession or occupation and years held

factory worker – 4 years

9. Social Security Number 10. Alien Registration Number (if any)

495-81-7666 A978654

11. Name and address of present employer (Name)

Ace Carpet Company Ann Lee

(Number and Street)

6108 Shag Ave.

(Town or City) (State/Country) (ZIP/Postal Code)

Los Angeles CA 90046

12. Date employee began present employment 6/12/86

profession or occupation = job

present employer = boss now

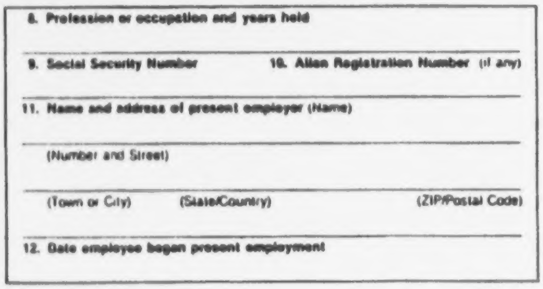
employee = worker

employment = job

D Circle the words.

1. His job is | salesclerk. / [✓ factory worker.]
2. Last year he was a | parking attendant. / factory worker.
3. His social security number is | 495-81-7666. / A978654.
4. His | employer / employee | now is | Ann Lee / Pat Chen | at | the Go-Inn Restaurant. / the Ace Carpet Company.
5. He began his present job on | June 12, 1986. / December 6, 1968.

E Write the information about your job.



8. Profession or occupation and years held

9. Social Security Number 10. Alien Registration Number (if any)

11. Name and address of present employer (Name)

(Number and Street)

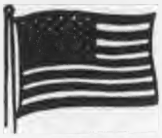
(Town or City) (State/Country) (ZIP/Postal Code)

12. Date employee began present employment

BEST COPY AVAILABLE

From *English Through Citizenship, Beginning Level* by Elaine Kirn, ©1996.
Reprinted with permission of Delta Systems, (800) 323-8270

A Vocabulary

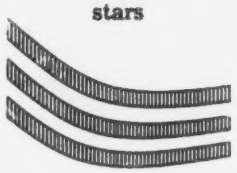


flag

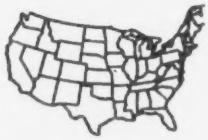
stars

colonies

colors

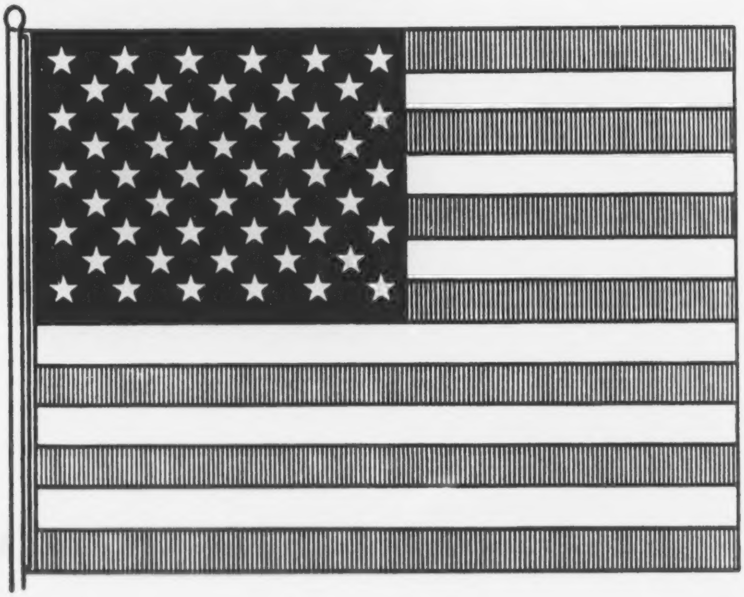


stripes



states

B The Flag of the United States



The colors of the flag are red, white, and blue. It has thirteen stripes. The stripes are symbols for the thirteen colonies. It has fifty stars. The stars are symbols for the fifty states.

From *English Through Citizenship, Beginning Level* by Elaine Kirn, ©1996.
Reprinted with permission of Delta Systems, (800) 323-8270

How About You?

Answer these questions. They are very common questions that people ask immigrants in the United States.

1. When did you come to the United States?
2. How did you travel to the United States?
3. Why did you come to the United States?

Information Exchange

Interview other students, using these questions. Write the students' names and information below.

What's your name?
(Could you spell that, please?)
When did you come to the United States?
How did you travel to the United States?
Why did you come to the United States?

	Name	**When . . .?**	**How . . .?**	**Why . . .?**
1.				
2.				
3.				
4.				
5.				

Another Perspective

Look at the bottom picture on page 89. Imagine that you are the Native American in that scene. Describe what you are thinking and feeling as the Pilgrims land on American soil.

From *Voices of Freedom: English and Civics for the U.S. Citizenship Exam*, second edition, by Bill Bliss and Steven Molinksy, ©1994. Reprinted with permission of Prentice Hall Regents, (800) ESL-2ESL

INTERVIEW

I'm Afraid I Don't Know

A. Now I want to ask you some questions about the American Revolution.

B. All right.

A. Do you know what country we fought during the Revolutionary War?

B. Yes. It was ____________________.

A. And can you tell me who the leader of the Colonial Army was?

B. Yes. It was ____________________________.

A. How many people signed the Declaration of Independence?

B. Hmm. I'm afraid I don't know. But I know that ________________________ wrote it.*

A. That's right. Can you tell me anything else about the Declaration of Independence?

B. Yes. ____.

A. Very good.

*If you can't answer a question, try to give other information to show that you studied this subject. (You do not need to know how many people signed the Declaration!)

Practice with another student. Take turns being the INS examiner and the applicant.

From *Voices of Freedom: English and Civics for the U.S. Citizenship Exam,* second edition, by Bill Bliss and Steven Molinksy, ©1994. Reprinted with permission of Prentice Hall Regents, (800) ESL-2ESL

THE INS INTERVIEW

A. Practice this dialogue with a partner.

INS: Now we're going to go over your application to see if there are any changes since you submitted it. Is your address still the same?
You: Yes, it is.
INS: You have been a permanent resident since 1985?
You: Yes, I have.
INS: Are you currently married?
You: No, I'm not. I am divorced.

INS: For how long were you married?
You: Six years.
INS: Did you live with each other from the time you were married until the time you were divorced?
You: I don't understand.
INS: You lived together the whole time?
You: Oh. Yes, we did.
INS: Why did you get divorced?
You: We had problems.

INS: You have been absent from the United States how many times since you got your permanent residence?
You: I went on vacation to Mexico two times.
INS: When?
You: Last year I was gone for three weeks.
INS: And before that?
You: I went the year before for three weeks, too.

From *Citizenship Now: A Guide for Naturalization*, by Aliza Becker and Laurie Edwards, ©1995. Reprinted with permission of NTC/Contemporary Publishing Group, (800) 621-1918

GETTING TO KNOW ENGLISH

Tag Questions

Sometimes, when we think we know the answer but are not sure, we ask a question with a tag on the end. These kinds of questions seem more polite or less embarrassing than more direct information questions. When the INS interviewer asks you questions about your application, he or she might use some of these tag questions. The information is on the application, but the interviewer wants to make sure the information is true. For example:

> You are a Mexican citizen, *aren't you*?
> You have six children living with you, *don't you*?

The first part and the last part of tag questions do not seem to agree. One part is positive (+), and the other part is negative (-). For example:

> You've been married twice, haven't you?
> (+) (-)
> You didn't leave the country for more than six months, did you?
> (-) (+)

When you answer a tag question, listen to the first part of the question. That is what the person thinks is true. Your answer will tell the person if that part is true or not. If the information in the first part of the question is not correct, you should give the correct information. For example:

> You've been married two times, haven't you?
> Yes, I have. / No, I haven't. I've been married once.
> You aren't married, are you?
> Yes, I am. I got married last month. / No, I'm not.

A. Practice answering these questions. The first one is done for you.

1. You're applying to be a naturalized citizen, aren't you?

   Yes, I am. / No, I'm not.

2. Your port of entry was New York, wasn't it?

   ____

3. You've filed a tax return every year, haven't you?

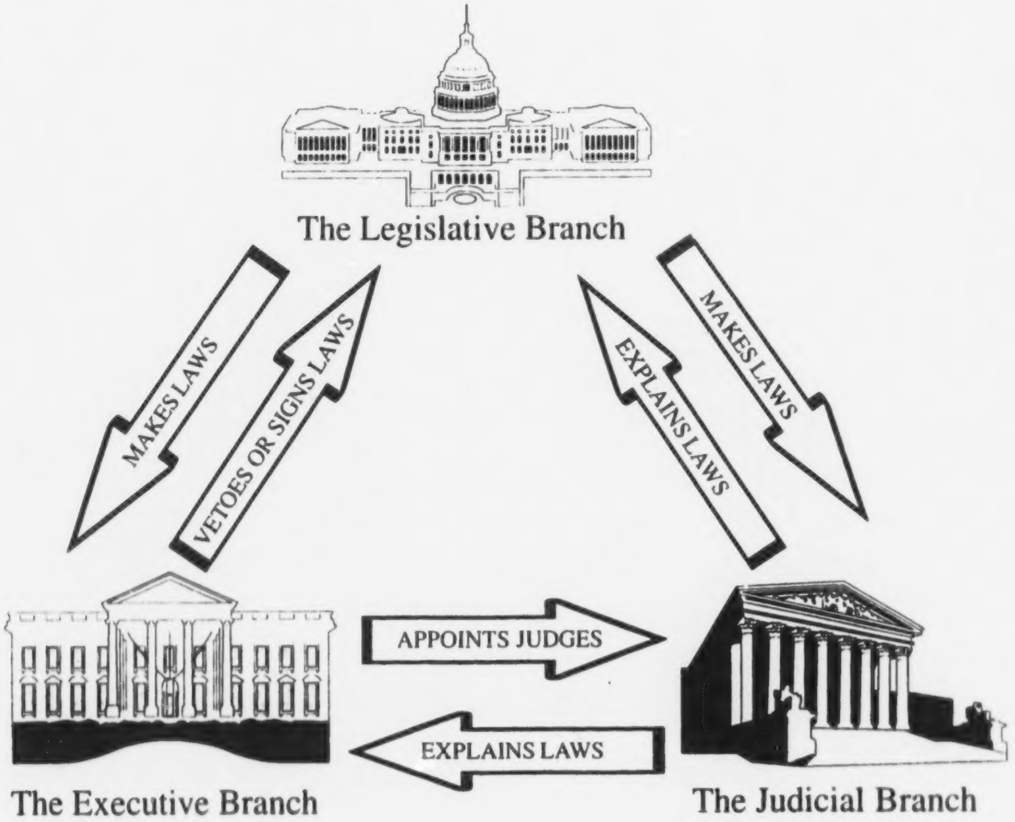
   ____

4. You haven't been arrested, have you?

   ____

From *Citizenship Now: A Guide for Naturalization,* by Aliza Becker and Laurie Edwards, ©1995. Reprinted with permission of NTC/Contemporary Publishing Group, (800) 621-1918

THE SYSTEM OF CHECKS AND BALANCES



This chart indicates one way in which each branch of our Federal Government is authorized to check (to hold back, to slow up or even to change) the action of the other two branches.

Source: U.S. Department of Justice, Immigration and Naturalization Service

From *HIAS Guide to United States Citizenship* (Russian/English), ©1996. Reprinted with permission of Hebrew Immigrant Aid Society (HIAS), (212) 967-4100

The Legislative Branch

The legislative branch of the Federal government is known as Congress. Congress makes the laws that govern the nation.

Congress is divided into two Houses: the House of Representatives and the Senate. Both the House and the Senate meet in the U.S. Capitol Building in Washington, D.C.

Congress meets in the U.S. Capitol Building in Washington, D.C.

Qualifications for the members of the House of Representatives and the Senate differ in these ways:

The House of Representatives

MUST BE AT LEAST 25 YEARS OLD

MUST HAVE BEEN A U.S. CITIZEN FOR AT LEAST SEVEN YEARS

The Senate

MUST BE AT LEAST 30 YEARS OLD

MUST HAVE BEEN A U.S. CITIZEN FOR AT LEAST NINE YEARS

BOTH SENATORS AND REPRESENTATIVES MUST BE RESIDENTS OF THE STATE IN WHICH THE ELECTION OCCURRED.

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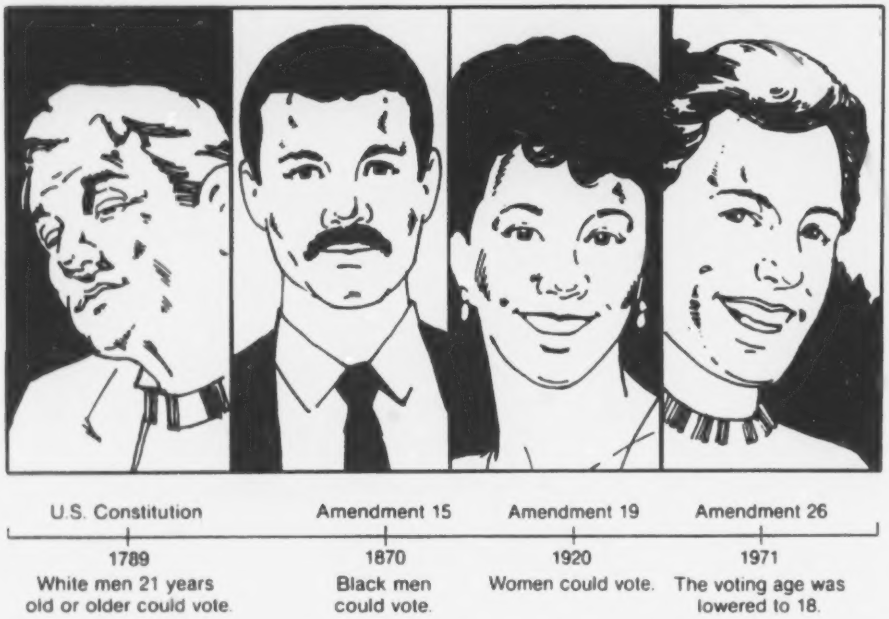
Learn About Voting Laws



When the United States was started, only white men could vote. This was not fair, so the Constitution was changed. Because of the changes, all adults 18 years old or older can vote. This includes whites and nonwhites, men and women.

During the 1960s, special laws were made to help people to vote. One new law was made so that people did not have to pay to vote. This helped poor people. Another law was made so that people could vote even if they could not read very well. Now all of these people have the right to vote.

✓ Check Yes or No

1. Only men can vote. Yes ☐ No ☐
2. People who are 18 years old can vote. Yes ☐ No ☐
3. Only rich people can vote. Yes ☐ No ☐
4. Since the Constitution was changed, more people can vote. Yes ☐ No ☐

TEACHER'S NOTE: Go over the timeline of amendments at the top of the page to explain how voting laws have changed. Be sure to explain the word "only" before starting the exercise.

From *Look at the U.S., Literacy Level* by Sally Wigginton, ©1989. Reprinted with permission of NTC/Contemporary Publishing Group, (800) 621-1918

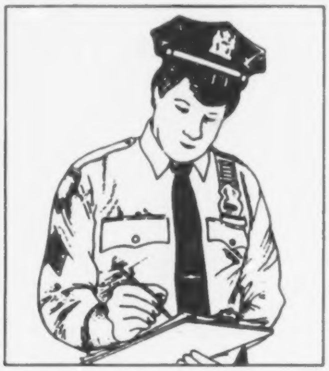
Making the Laws

Listen and Match

There are three levels of government.

There is the U.S. government, the state government, and the city government.

They all make different laws.



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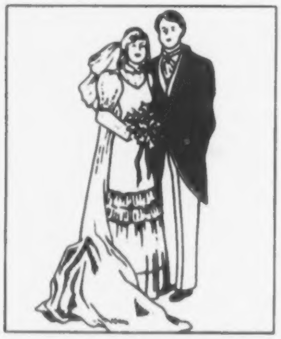

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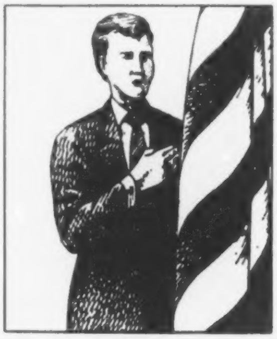

___

1. The U.S. government makes laws about citizenship.
2. The state government makes laws about marriage and divorce.
3. The city government makes laws that the police enforce.

TEACHER'S NOTE: Read the sentences to the students. Then discuss what each picture shows before reading the sentences again. Have students match each sentence with the corresponding picture.

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AFTER YOU READ

Circle True (T) or False (F).

T F 1. The legislative branch makes the laws.
T F 2. There are two houses in the Senate.
T F 3. Each state has the same number of senators.
T F 4. Each state has the same number of representatives.
T F 5. Both houses of Congress and the president must accept a bill before it becomes law.

THINK ABOUT THE LEGISLATIVE BRANCH

Answer the following questions.

1. What are the two houses of Congress?
2. How long is the term of a senator? How long is the term of a representative?
3. Why do we have 100 senators?
4. Why does Texas have more representatives than Alaska?
5. Do you think that it is good that the president is involved in approving laws? Why?

	Senators	**Representatives**
How many are there?	100	435
How many from each state?	2 senators	It depends on how many people live in the state.
How long are their terms?	6 years	2 years
How old must they be?	30 years old	25 years old

This chart shows the differences between senators and representatives.

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Chapter Review 3

WORD FIND

All of the words in the list are hidden in the box. They go from left to right and from top to bottom. Circle each one. One is done for you.

D	B	A	L	A	N	C	E	B
E	J	U	D	G	E	F	Z	R
M	P	R	O	T	E	C	T	A
O	L	B	I	L	L	I	C	N
C	A	B	I	N	E	T	O	C
R	W	V	Y	P	C	I	U	H
A	S	Q	T	U	T	Z	R	V
C	C	H	O	O	S	E	T	T
Y	R	I	G	H	T	N	U	R

✓BALANCE
CABINET
BILL
LAWS
JUDGE
COURT
DEMOCRACY
CITIZEN
ELECT
PROTECT
RIGHT
CHOOSE
BRANCH

FIND OUT

Find out the names of these officials and write them down. Practice saying each name.

1. The president of the U.S.: ______________________
2. The vice president: ______________________
3. The senators from your state: ______________________

   and ______________________
4. The governor of your state: ______________________
5. Your congressman (the person who represents you in the House of

   Representatives): ______________________

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Matchups: Government Sites and Symbols

The Capitol Building	is where Congress meets.
The White House	is the President's official home.
The Supreme Court Building	is where the judicial branch meets.
Washington, D.C.	is the capital city of the United States.
The elephant	is a symbol of the Republican party.
The donkey	is a symbol of the Democratic party.
The Great Seal	is used on official U.S. documents.
Uncle Sam	is an imaginary person who symbolizes the government.
The United States flag	is red, white, and blue.
Independence Hall	is where the Constitution was written.
The Liberty Bell	is a symbol of freedom located in Philadelphia.
The Statue of Liberty	is a symbol of freedom and international friendship.

From *The Uncle Sam Activity Book: Language Development Handbook to Teach U.S. History and Government* by Carolyn Bohlman and Catherine Porter, ©1990. Reprinted with permission of NTC/Contemporary Publishing Group, (800) 621-1918

Elimination Exercise

Directions: Cross out the word that does not belong.

Example: Independence Day, President's Day, Flag Day, ~~Monday~~

1. legislative, municipal, executive, judicial ________________
2. Washington, Lincoln, Jefferson, King ________________
3. Jamestown, Pilgrims, Indians, Thanksgiving ________________
4. red, white, blue, black ________________
5. Congress, lawmakers, senators, justices ________________
6. North, Revolutionary War, South, Lincoln ________________
7. Columbus, Spain, *Mayflower*, New World ________________
8. Senate, President, Vice President, cabinet ________________
9. White House, Capitol, Supreme Court Building, Philadelphia ________________
10. Liberty Bell, flag, Congress, Statue of Liberty ________________
11. Constitution, Bill of Rights, Preamble, Declaration of Independence

    ____
12. Representative, 25+ years old, 6-year term, citizen 7+ years ________________
13. justices, Supreme Court, nine, executive ________________
14. Lincoln, Kennedy, King, Franklin ________________
15. speech, assembly, press, voting ________________
16. citizen 9+ years, 35+ years old, 2-term limit, President ________________

From *The Uncle Sam Activity Book: Language Development Handbook to Teach U.S. History and Government* by Carolyn Bohlman and Catherine Porter, ©1990. Reprinted with permission of NTC/Contemporary Publishing Group, (800) 621-1918

Growth and the Civil War

Before You Read

A. Talk about these questions with a partner.

1. Are there political problems or economic problems in your native country?
2. Was there a war there? When?
3. What is or was the reason for the problems?
4. What is or was a way to stop the problems?

B. Sit in a group of four. Find out about your classmates. Fill in the chart.

1. What's your name?
2. Where were you born?
3. Is there a war in your native country?
4. What are your native country's problems?

NAME	COUNTRY	WAR	Problems
Isabel	Italy	no	not enough jobs

C. Tell your class about one student in your group.

EXAMPLE: Isabel was born in Italy. There is no war now. The people need more jobs.

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Make It Real

A. Sit in a group of four. Read the scenes below. Talk in your group about one scene.

SCENE 1

Imagine you are Francis Scott Key. One night you are watching a battle of the War of 1812. When you wake up the next morning, the American flag is still flying. You feel very proud. Talk about how you feel. One group member writes the ideas.

SCENE 2

Imagine you are becoming a citizen of the United States. It is almost 200 years after Francis Scott Key wrote the *Star-Spangled Banner*. You are going to sing the song at your naturalization (citizenship) ceremony. Talk about how you feel. One group member writes the ideas.

B. Now, meet a student from the other group. Introduce yourself. Talk about the United States. Talk about its past and its future. Talk about how things have changed.

Real Stories

A. Read a student's story.

Victor Dinsburg

HOW I FEEL WHEN I LOOK AT THE FLAG

When I lived in Russia, I knew which flag the United States of America had, and I knew about its political system. At that time, however, I did not have any feelings for the American flag.

After I had been here for four years, I appreciated the American flag in a new way. I understood that the flag symbolized the American way of life. All 50 states guarantee the same rights for everyone. Every person has these rights regardless of nationality, religion, or social beliefs. The 13 stripes on the American flag represent the original 13 colonies, the foundation for our democratic nation. In this nation there is freedom for everyone.

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The Star Spangled Banner

In 1812, England and the United States were at war again. The English burned the White House and the Capitol Building. One night, England attacked Fort McHenry, a military fortress in Baltimore, Maryland. Francis Scott Key was a lawyer from Baltimore. He saw the fort being attacked. He did not know who was winning the battle. The next morning, he saw the United States flag still flying over the fort. Key was inspired to write the words of the Star Spangled Banner. Later, he put the words to the music of a popular song. The "Star Spangled Banner" became the national anthem of the United States:

Oh, say can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming;
Whose broad stripes and bright stars, through the perilous fight
O'er the ramparts we watched, were so gallantly streaming;
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say, does the star-spangled banner yet wave
O'er the land of the free and the home of the brave?

People sing the national anthem at the citizenship oath ceremony.

fortress = a building with a wall or fence around it for security.
national anthem = the national song of a country.
dawn = early morning when the sun rises.
twilight = when the sun goes down and the night begins.
broad = thick.
perilous = dangerous.
ramparts = walls that defend or protect people.
gallantly streaming = fearless and waving in the wind.
bursting = exploding.

From *Citizenship for Us: A Handbook on Naturalization and Citizenship*, by Aliza Becker,

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The Statue of Liberty

The Statue of Liberty is in the harbor next to New York City. The statue is a symbol of freedom. France gave the Statue of Liberty to the United States as a gift in 1876 to celebrate 100 years of American independence. The Statue of Liberty was the first thing many immigrants and refugees from Europe saw when they arrived in the United States.

The statue is of a woman with long robes and a crown. In her right hand she carries a torch. In her left hand she has a book that reads, July 4, 1776. On her feet there is a broken chain that symbolizes breaking out of oppression. Below the statue's feet there is a poem written by an immigrant named Emma Lazarus.

"Give me your tired, your poor,
Your huddled masses yearning to breath free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

harbor = a body of water suitable for ships.
huddled masses = crowded groups of people; many immigrants arrived on crowded boats.
yearning to breathe free = wanting very much to be free from oppression.
wretched refuse = unfortunate poor people undesired by others.
teeming shore = crowded land next to the ocean.
tempest-tost = people tossed in the wind or storm; in poetry it can also mean people who have had a difficult life, much like living in a storm.

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Chapter Eight

INS Advocacy

In this Chapter:

- Learner Self-Advocacy
- Teacher Advocacy

This chapter provides advocacy instructions for applicants and teachers to ensure that rights and accommodations in the naturalization process are understood and recognized.

LEARNER SELF-ADVOCACY

Many elderly applicants are prone to remain silent when difficulties arise during the interview rather than advocate for themselves. Advocacy behaviors range from asking an INS officer to repeat a question to requesting to see a supervisor if an accommodation is denied. Some programs are able to send a staff person with elderly applicants to advocate in these situations, but many are not. As such, it is important that elderly learners are able to advocate for themselves in a variety of situations.

Learner self-advocacy is an integral part of citizenship preparation. In the classroom, learners should become familiar with these two components:

- the cultural and legal implications for advocacy in the U.S.;
- phrases used to advocate for oneself, e.g. "Can you repeat that?"

Cultural and Legal Implications for Advocacy in the U.S.

In the U.S., when people are not treated in a manner they feel is appropriate by an authority figure, they will express their concerns and try to resolve them. This is especially common in situations where something important is involved, such as money. In contrast, in the native countries of many of the learners, questioning an authority at any level is not only inappropriate, but can lead to persecution.

The instructor can facilitate a conversation with the learners on how their experiences with authorities in their native countries contrasts with those in the U.S. Actions which are considered normal in the U.S., such as asking someone to repeat something, are not necessarily appropriate in other countries. Still, it is important to recognize that while U.S. authorities can become upset when challenged, it does not result in persecution.

Self-Advocacy During the INS Interview

Requesting Accommodations

Applicants should be able to explain why they need an accommodation, even when it is already submitted in writing. For example, "I need help. I have a hearing problem." They must also know how to request a supervisor if accommodations are denied. Applicants should bring a copy of their accommodations request letter to the interview, just in case INS has misplaced the original.

Asking an INS Officer to Repeat, Rephrase or Clarify Information

If applicants do not understand the interviewer, they should take the initiative to ask for repetition, rephrasing or clarification. This is not as easy as it sounds. Many applicants would rather pretend to understand than admit they are not sure what was asked. Unfortunately, this often leads to major problems. While applicants should recognize key words and make educated guesses, they should not be afraid to ask for clarification or repetition of unclear questions or instructions.

Getting the Name of the INS Officer

It is important that applicants obtain the name of the INS officer in case there are questions about the officer's assessment or it is necessary to file a complaint. Usually, the INS officer wears a badge with a number and name. Also, Form N-652, given to the applicant at the interview's conclusion, should have the officer's name on it. If the officer's name is not on the form, the applicant should ask for it.

Requesting Due Consideration

INS regulations concerning the administration of the history and government component of the citizenship test state:

> *In choosing subject matters, in phrasing questions and in evaluating responses, due consideration shall be given to the applicant's education, background, age, length or residence in the United States, opportunities available and efforts made to acquire the requisite knowledge, and any other elements or factors relevant to an appraisal of the adequacy of the applicant's knowledge and understanding.* (8 CFR §312.3)

Few INS adjudicators are familiar with this regulation and fewer follow it. To ensure enforcement of the INS regulation cited above, teachers should send a letter written on their program letterhead and addressed to the local INS office. This letter should include the following:

- name of the learner;
- the learner's age, native country, and education level;
- the length of the learner's residency in the U.S. (if it is relatively short);
- the time the learner has attended classes;
- the learner's effort to study the material;
- other factors germane to the learner's request for consideration.

It is imperative that the teacher cites and quotes regulation 8 CFR §312.3 in the letter.

The learner should be prepared to explain the letter's contents. For example, "I studied at X school for one year. I worked very hard. Please read my letter."

Buying Time

If the applicant is unsure about how to answer a given question or needs extra time to formulate an answer, he or she should ask the officer to repeat the question or tell the officer he/she needs more time. Otherwise, the INS interviewer might misconstrue staring off into space or looking down as signs that the applicant does not know the answer. But if the applicant says something like, "I know that, give me a minute," the interviewer knows the applicant simply needs more time to construct an answer.

Showing That Information Has Been Understood

Actively demonstrating an understanding of what is being asked shows the officer that the applicant understands English and respects the interviewer. Applicants who appear to drift off or keep an emotionless facial expression risk being viewed as not knowing the material. Teachers should stress that applicants nod their heads in agreement at appropriate times and say something like "yes" even when information does not require an answer.

Asking to See a Supervisor

Asking to see an officer's supervisor is one of the most intimidating things an applicant can do. The applicant needs to learn when it is appropriate to request seeing a supervisor and how to make that request in a non- threatening manner. If an accommodation is denied, the applicant might say, "I don't understand. Can I see a supervisor?"

Finding Out the Test Result and Asking for an N-652

At the interview's conclusion, the officer gives the applicant a copy of Form N-652 that shows the applicant's results on the citizenship test. If the N-652 is not presented, the applicant should request one.

Getting an Advocate to Accompany the Elder to the Interview

Elderly applicants often bring advocates with them to the INS interview. Advocates can be family members, staff members from immigrant service agencies, or trained volunteers. The advocate helps the applicant get appropriate treatment at the interview but does not answer questions directed at the applicant. Advocates reduce the paralyzing fear that cause many well-prepared applicants to "freeze," forget everything, and feel physical discomfort.

INS district policy on allowing an advocate to attend with an elderly applicant varies by office. But the law mandates INS to accept an advocate if the applicant requires special accommodations because of a disability.

TEACHER ADVOCACY

Sometimes local INS offices develop procedures that are inappropriate for elders or appear to contradict the law. For example, an office may dictate sentences that appear to exceed the "ordinary English" level stated in the law. Teachers and other advocates can play a role in identifying and tracking such problems and in proposing alternatives to the INS.

Teachers can play an invaluable advocacy role in the following ways:

- teaching learners the skills to be self-advocates as outlined in the previous section;
- documenting learner problems and concerns from the INS interview;
- working with allies to develop appropriate testing standards and protocol.

Documenting Learner Problems at the INS Interview

Teachers should encourage learners to report back their experiences at the INS interview. If the learner experienced a problem such as an inappropriate question, the teacher should note specifically what happened, the date it occurred, and the name of the officer involved.

This information allows the teacher to:

- prepare learners with information that reflects the actual procedures being used by officers in the field;
- act as an advocate for a particular individual; and
- keep immigrant advocates up-to-date on INS procedures and problems at the interview and provide specific incident reports.

Working with Allies

Educators can work with the INS to develop fair and equitable testing standards and protocols such as interview sequences, dictation word list, dictation evaluation standards and evaluation standards for the 100 questions (e.g. 70% of answers correct). Their expertise can also contribute to the development of appropriate INS policies for providing accommodations for elder needs.

This is best done in cooperation with other advocates. Teachers have a lot of valuable information and ideas that can help shape agendas for advocates working to improve the citizenship process. They have more regular and intimate contact with applicants than other citizenship providers. Given that failing the test is the main reason citizenship applicants are denied, educators must play a critical role in advocacy efforts with the INS.

The few times educators and immigration advocates worked together, they have achieved tremendous results. Two examples from Chicago are described on the following page.

Advocacy Case in Point:

Adult Learning Resource Center (ALRC), Chicago

ALRC, an educator technical assistance provider in Illinois, worried that low-literate and elderly citizenship applicants were being asked the same difficult questions as the college educated. The staff knew there was an INS regulation about due consideration for these applicants but never saw it enforced. This lack of enforcement occurred partially because the INS officers had no way of knowing if a person was eligible for due consideration since information such as native country education was not included on the N-400.

The ALRC addressed this issue by developing a due consideration standard letter, listing an applicant's education, age, time studying citizenship and other pertinent information. The letter also included the exact citation of the INS regulations on due consideration.

ALRC worked with an immigration coalition to present it to the INS. The local INS office was receptive to the letter. As a result, adjudicators in the Chicago INS District Office are now familiar with the letter and regularly make adjustments in the difficulty of questions asked of the elderly and low-literate.

Advocacy Case in Point:

Developing Testing Standards with the Chicago INS Office

In 1995, the Chicago INS office abruptly changed from an oral test to a multiple-choice written test with no prior notification to the public and no great care in the test design.

Immigration advocates and educators quickly responded to this change. They scheduled a small meeting with INS to discuss it. Two educators and one advocate brought with them a simplified list of the 100 questions, a sample dictation list and word list, a sample multiple-choice test and proposed standards for test evaluation, all of which were developed with input from the field. The INS accepted most of the recommendations.

The immigration coalition and the INS held a joint press conference to announce their agreed upon standards. It was widely covered by the ethnic media. As a result, teachers and learners had a better idea of what was expected of them on the test, and INS got positive press coverage.

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Regional Immigrants' Rights Coalitions

The following is a list of some of the larger immigration coalitions that work with service providers to advocate on behalf of immigrants.

Coalition for Human Immigrants' Rights of Los Angeles (CHIRLA)
1521 Wilshire Boulevard
Los Angeles, CA 90017
Phone: (213) 353-1333
Fax: (213) 353-1344

Illinois Coalition for Immigrant Refugee Rights (ICIRR)
36 S. Wabash, Suite 1425
Chicago, IL 60603
Phone: (312) 332-7360
Fax: (312) 332-7044

Northern California Coalition for Immigrant Rights (NCCIR)
995 Market Street, Suite 1108
San Francisco, CA 94103
Phone: (415) 243-8215
Fax: (415) 243-8628

Washington Alliance for Immigrant and Refugee Justice (WAIRJ)
606 Maynard Avenue, Suite 252
Seattle, WA 98104
Phone: (206) 340-9187
Fax: (206) 405-4532

New Jersey Immigration Policy Network
976 Broad Street
Newark, NJ 01702
Phone: (973) 622-6448
Fax: (973) 622-6618

Catholic Legal Immigration Network, Inc. (CLINIC)
McCormick Pavilion
415 Michigan Avenue, NE
Washington, DC 20017
Phone: (202) 635-2556
Fax: (202) 635-2649

New York Immigration Coalition
275 7th Ave., 12th Floor
New York, NY 10001
Phone: (212) 627-2227
Fax: (617) 350-5499

Massachusetts Immigration and Refugee Advocacy Coalition (MIRA)
105 Chauncy Street, 9th Floor
Boston, MA 02111
Phone: (617) 350-5481
Fax: (617) 350-5499

Texas Immigration and Refugee Rights Coalition
325 W. 12th Street
Dallas, TX 75208
Phone: (214) 946-4889
Fax: (214) 946-1556

Northwest Immigrants' Rights Project
909 8th Avenue
Seattle, WA 98104
Phone: (206) 587-4009
Fax: (206) 587-4025

Chapter Nine

Beyond Citizenship

In this Chapter:

- Impact of Elder Citizenship Instruction
- Aging Services for Refugees

As large numbers of elderly get out of their homes and join their peers in studying, their expectations for the future are rising. This chapter takes a glimpse at the future of refugee elder programs.

IMPACT OF ELDER CITIZENSHIP INSTRUCTION

Benefits of Citizenship for Refugee Elders

Prior to the passage of welfare reform in 1996, many refugee elders were content to live in the U.S. as permanent residents with green cards. Whatever compelling reasons they had to become citizens were overshadowed by the daunting English and civics requirements. Many elders feared they could not learn enough to pass the citizenship test because of their age, but the passage of welfare reform gave them no choice. They would lose important public benefits if they did not become U.S. citizens. This resulted in large number of elders flooding ESL and citizenship classes. Forced into the communal classroom setting, many elders discovered that preparing for citizenship had hidden benefits. These have included:

- enjoying learning;
- improving English language skills;
- accessing mainstream social services;
- making new friends;
- bonding with classmates;
- having freedom from household obligations;
- gaining access to new and/or better health services;
- being successful inside and outside the classroom;
- becoming involved in new activities; and
- discovering a new joy in life.

Advocacy for Funding

By becoming citizens, elders shift from a reactive to proactive mode. They force educators and other service providers to face a new challenge: "What is next?"

The foreign-born elderly have long been considered a low priority for educational programs because they are no longer economically productive and there has been no groundswell of interest. But the success of elderly citizenship programs is shifting this presumption. Many elders want to continue studying and to play a more active role in their communities. They want to participate if appropriate options are offered.

Funding these projects is a challenge. Educators need to advocate for funding of post-citizenship programs both from currently existing elder specific government programs and from private sources. This also works to generate more state and federally funded adult education monies for the elderly.

Community Organizing Case in Point:

Community Building Project, Coalition of African, Asian and Latino Immigrants of Illinois

The Coalition of African, Asian and Latino Immigrants of Illinois (CAALII) is a collaboration of 13 ethnic community-based organizations in Chicago that provide citizenship educational and/or application services to their ethnic communities. Teachers and students from the 13 organizations regularly participate in structured activities to share ideas and exchange cultural traditions. CAALII recently initiated the Community Building Project to create a grass roots organizing project with new citizens who have used their citizenship preparation services.

The Community Building Project strengthens existing immigrant programs, e.g. senior social clubs and cultural groups, within the 13 participating agencies. It also builds new citizen immigrant leadership within and across agencies. Each agency sends a "Community Ambassador" to monthly Ambassador meetings with the staff from the 13 agencies to exchange ideas and learn from one another. In addition, community leaders trained through the project have bi-monthly meetings to network and strategize on their own.

Community Building hopes to get elder social groups from the African, Cambodian, Chinese, Korean, Latino, Lao, and Vietnamese communities together to sponsor joint activities such as a Mother's Day celebration. It also hopes to become proactive on issues of mutual interest. For example, elders from the different agencies routinely sign petitions and attend rallies on issues affecting immigrants and the elderly. Through leadership development and structured networking, participants will learn to take positions and devise plans of action on issues they identify as important.

AGING SERVICES FOR REFUGEES

Refugee elders can benefit greatly from aging services, provided they are able to overcome the language and cultural barriers to access them. Often, interpretation is required or programs need to be modified for refugees' needs and interests. ESL and citizenship classes can be a bridge to aging services, facilitating access through needs assessments, referrals, or bringing services to the class as a group.

What are Aging Services?

The Older Americans Act of 1965 created the Administration on Aging (AOA), a division of the Department of Health and Human Services, to oversee federally funded services for older adults. Funding comes down from the federal government to individual State Units on Aging, who in turn allocate funds to regional Area Agencies on Aging. The Area Agency on Aging (AAA) may provide services directly or allocate funds to local community based organizations. Aging services vary by locale, but may include the following.

- neighborhood senior centers for recreation and socialization
- congregate meals at senior centers or designated sites
- home-delivered meals (Meals on Wheels)
- transportation to senior centers or designated meal sites, medical appointments, or grocery shopping
- senior employment services
- senior volunteer programs
- nursing home ombudsman
- preventive health services
- home health aid
- home chore service
- adult day care
- case management
- legal assistance

Eligibility

There is an age requirement of 60 years or older. Priority is given to those who are economically and socially disadvantaged, especially minority ethnic groups, so refugees fit these categories well. Beyond income and age, there are no other eligibility requirements. Elders are not asked about their immigration status or whether they are eligible for public benefits in determining eligibility for aging services.

How Can Citizenship Programs Collaborate with the Aging Network?

- Contact the AAA and ask for a resource guide which lists services provided in the local area.
- Invite a representative from the local aging services to speak to the class about services offered.
- Take the class on a field trip to visit a nearby senior center.
- Offer to train local aging agencies or their boards on refugee cultures or coordinate a training.
- Join a committee and get involved in the AAA's service planning process to ensure that refugees are included. Alternatively, some AAAs have a diversity task force.
- Hold classes at a local senior center. In this way, transportation to class may be provided.
- If classes are held in an appropriate location, talk to the AAA about becoming a meal site so students can have lunch there as well. Again, in this way transportation may be provided.

To Learn More About Aging Services

- Visit the AOA website at http://www.dhhs.aoa.gov for information on local and state aging networks and links to other aging websites.
- Contact Eldercare Locator for information on services throughout the U.S. at (800) 677-1116.
- Contact the National Association of Meal Programs at (202) 547-6157 for a list of all congregate and home delivered meal programs in the U.S. and information on how to develop a meal program.

Aging Services Case in Point:

International Rescue Committee (IRC), Salt Lake City City, Utah

IRC, a refugee resettlement agency that provides citizenship services, coordinates with the aging network to enroll Russian and Bosnian elders in the Foster Grandparent and Senior Companion programs. These programs are funded through the Older Americans Act to the Retired Senior Volunteer Program (RSVP) and National Senior Volunteer Corps (NSVP). RSVP and NSVP are allocated a quota of positions annually, but may receive additional funding if the Foster Grandparent and Senior Companion programs demonstrate an emerging unmet need, such as refugee services.

In the Foster Grandparent program, elders are placed in local schools to assist teachers in working with children. The schools in Salt Lake City have been willing to take elders with little English and place them with younger children so the communication is not as important. Those with better English tutor the children.

In the Senior Companion program, elders visit other elders who are homebound, socialize with them and assist them with household tasks such as paying bills or grocery shopping. The companions are placed with elders from the same ethnic group so there is no language barrier or, if their English is good, with American-born elders. They usually work in their own neighborhoods, but may be required to take the bus or drive to the home visits.

In both programs, elders volunteer for 20 hours per week, receive reimbursement for transportation expenses, and receive a small, tax-free stipend which does not count against public benefits such as SSI. IRC recruits elders for these programs and assists in training them, referring them to the program coordinator and sending a caseworker with them as an interpreter for the first meeting and placement. Both programs have been very well-received by the elders.

These intergenerational and cross-cultural aging programs allow refugee elders to use their skills and talents to make a vital contribution to their community. Everyone benefits from these programs. Elders gain an increased sense of belonging, as these programs can help them find meaning and purpose in their new home. Children benefit from the love and attention they receive from these volunteers, while frail, homebound elders benefit from less dependence upon institutional care. Families of homebound elders also benefit from senior companions because they provide respite for caregivers.

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